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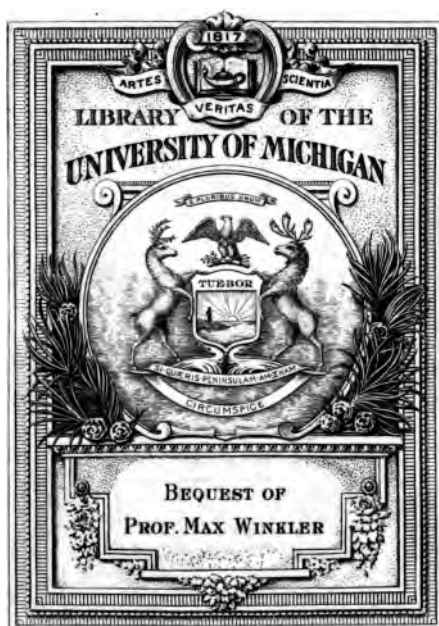
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# ELEMENTARY GERMAN SYNTAX

WITH EXERCISES

BY

BAYARD QUINCY MORGAN, PH.D.

*Assistant Professor of German in the University of Wisconsin*



NEW YORK  
HENRY HOLT AND COMPANY



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TO  
JOHN J. McCOOK  
IN GRATEFUL MEMORY  
OF HAPPY HOURS IN SEABURY HALL



*Winkler Request*  
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## PREFACE

It will soon be twenty-five years since Professor von Jagemann published his *German Syntax*, which has since then held undisputed possession of its field. This honorable position was well deserved, and any new publication on the same order must begin with an apology for its very existence.

It would be both idle and ungrateful to deny that the present little volume owes very much to its predecessor; yet it owes even more to the labors of the successive grammarians who have endeavored to throw fresh light on the teaching of German grammar, and whose success may justify this book as well as their own publications.

Those who examine this text only cursorily will note an omission and an addition: the omission of most of the specifically lexicographical matter which excellent dictionaries have now rendered virtually superfluous; and the addition of syntactical exercises designed to aid the student in a practical mastery of the principles laid down. Those who read it more attentively will find on every page a painstaking attempt to eliminate the trivial, to illuminate the important, and to attain brevity without sacrificing explicitness and clarity.

For whatever measure of success in this the author may have achieved, his colleagues at the University of Wisconsin are quite as responsible as he, for they have generously put their long teaching experience at his disposal, and no paragraph but is the better for some bit of practical criticism from one of them. It represents then a symposium, a résumé of successful teaching practice;

and it is put on the market in the hope that it may materially aid the work of teaching composition.

It was with this particular hope in mind that the syntactical exercises were planned and executed, on which a word of explanation may be welcome. Almost every teacher of composition must often wish that corrections made after the work is completed could be given to the student in the form of suggestions before the work is begun, thus substituting prevention for cure; these exercises attempt to do just that. In the preparation of them, students should be expected not only to deduce the correct practice in the given instance, but also to master the principle which forms the basis for the deduction. To get the best results from their use, teachers will find it well to take them in sequence, for although they are not graded, the first five are in a sense prerequisite to the rest. Every important syntactical difficulty involved in them is pointed out by a reference to the proper paragraph of the Syntax, and in addition, both punctuation — about which our students are so often careless — and word-order are frequently referred to. Each exercise is designed to illustrate one particular part of the Syntax; the paragraphs of this part are given with the heading and should be studied before the work is assigned for writing. It is the author's hope and expectation that these devices will make the preparation of the exercises supplement in a peculiarly effective way the study of the Syntax.

As before stated, nearly all the older members of the German department at the University of Wisconsin have assisted the author by advice or criticism; furthermore, the entire MS. was read by Professor E. C. Roedder and Dr. Lee M. Hollander, while Professor John L. Kind read both the MS. and the proofs. To these gentlemen

**PREFACE**

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the author wishes to express his deep indebtedness, as also to the readers of Messrs. Henry Holt and Company, whose criticisms resulted, in particular, in a revision and consequent improvement of the exercises.

UNIVERSITY OF WISCONSIN, May, 1916.

**B. Q. M.**



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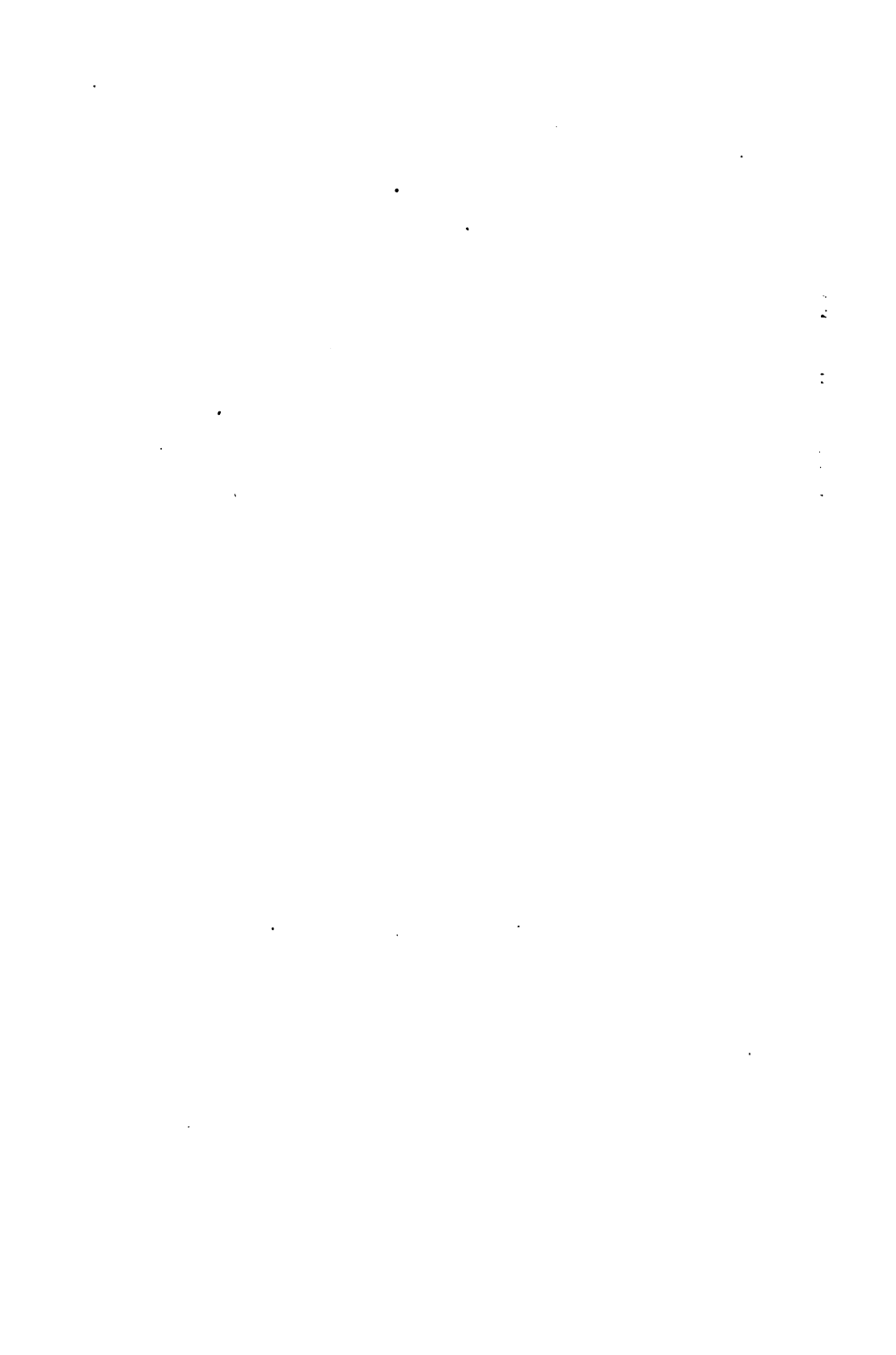
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# ELEMENTARY GERMAN SYNTAX

## ORTHOGRAPHICAL RULES

1. **Letters.** In Germanic words, *h* is no longer written after *t*; proper names, however, often retain it. There is a strong tendency to dispense with *c*: *f* is substituted for it before *a*, *o*, *u*, *au*; *z* before other vowels. In German script, *ff* is used only between short vowels, elsewhere always *ß*; in Latin script *sz* should not be used at all.

2. **Capitals** are required for all substantives, substantive adjectives, verbal nouns, and titles, e.g. *das Gute, nichts Neues, das Laufen, das Deutsche Reich*; in book-titles, only nouns are capitalized: Hauff's „*Das kalte Herz*.“

*a.* The uninflected geographical adjectives in *-er* are capitalized, but no others, except in titles; e.g. *die Pariser Straßen, die englischen Flüsse*; but *die Vereinigten Staaten*.

*b.* The possessives form plural substantives signifying the members of one's family: *die Meinen* or *Meinigen*.

3. **Syllabication.** *General rule:* Of two or more consonants, the last goes with the following vowel. Note these special provisions:



a. Compounds are divided according to their components: Türöffnung, Türöff-nung; Friedenstaube, Friede=denß=tau-be; hier=auf; war=um.

b. sp is divided, not st; Knos-pe, Ra=sten.

c. ng, dt, and k are divided; Städ-te, Ein-ger, frat-zen.

d. ð becomes ff; stel-fen. (This division had best be avoided.)

e. ß, ch, sch, ph, th are not divided; Hü=ße, Bü=cher, Sä=scher, So=phie, Na=than.

f. In foreign words, b, d, g, l, p, t + l or r are not divided; Bu=blisum, Me=trum, Qua=drat.

4. **Punctuation.** Aside from a special use of the colon to introduce a direct quotation, e.g. er sagte: „Komm mit uns," and a freer use of the semicolon and the exclamation point, e.g. after all commands, Gehen Sie an die Tafel! and in the address of a business letter, Geehrter Herr!, German punctuation differs from English chiefly in the use of the comma.

5. **Comma.** The chief differences are as follows:

a. A comma separates in German all complete sentences or clauses, no matter what their relation to each other.

Er kam bald, aber ich wartete nicht.	He came soon, but I did not wait.
--------------------------------------	-----------------------------------

Daß er käme, mußte ich.	That he would come I knew.
-------------------------	----------------------------

Der Mann, den er sprechen will, ist mein Vater.	The man he wants to see is my father.
---	---------------------------------------

Es wäre schön, bald einen Brief zu bekommen.	It would be good to get a letter soon.
--	--

*b.* A single exception may be made if after *und* and *oder* the subject is repeated by a pronoun; in long sentences a comma is preferred.

*c.* A comma is never used before *und* in a series, and is elsewhere avoided, subject to *a.* and *b.*; *Wein, Weib und Gesang.*

*d.* A comma does not set off an adverb or adverbial phrase.

*Er will jedoch nicht kommen.*      *He will, however, not come.*

## THE ARTICLE

**6. The Definite Article** is used in German much more than in English. Note the following differences:

*1.* Unlike English, German proper names may take it.

*a.* Feminine names of countries always do so: *die Schweiz, die Türkei, die Mongolei, die Lombardei.*

*b.* Proper names preceded by an adjective always do so, except in the vocative: *das ganze Deutschland, der alte Goethe, der kleine Fritz*; but *guter Heinrich!*

*c.* Familiarly, it is common with names of persons. *Der Heinrich ist doch ein famoser Kerl.*      *My, but Henry is a fine fellow.*

*d.* It is often used to form the genitive of names, particularly those ending in an *s*-sound: *die Dramen des Aeschylus, die Werke des Leibniz.*

*2.* The definite article is used with nouns in a

generic sense, including most of the abstract nouns and all substantive infinitives.

Das Laufen ist schwer, aber ich liebe das Schwimmen. Er studiert die Geschichte der deutschen Literatur. *Compare* Der Gott, der Eisen wachsen ließ, the god that made the iron grow, *with* Gott lebt, God lives.

3. The seasons, months, and days, however, frequently omit the article when used generically, and generally require it in a specific sense, especially after prepositions.

Februar ist der kälteste Monat im Jahr; der Februar war sehr kalt; im Laufe des (Monats) Juni; im Winter; im März; am Freitag.

4. The definite article has the distributive use of *a*.

Dieser Stoff kostet 20 Mark	These goods cost 20 marks
das Meter.	a yard.
Wir haben Deutsch viermal die Woche.	We have German four times a week.

5. The contractions *am*, *im*, *zur*, etc., are regularly used unless the noun is emphasized or is the antecedent of a relative pronoun.

Die Kreide ist im Kasten.

Die Kreide ist in dem Kasten, den ich gekauft habe.

6. For the use of *der* as a possessive, see 26.

7. The **Indefinite Article** is used less in German than in English, particularly in cases where the numeral *ein*, with which it is identical in form, would be superfluous. (Cf. 3*b*, below.) *Ein* is omitted:

1. After *als*.

Ich spreche als Mensch, nicht I speak as a human being,  
als Beamter. not as an official.  
Als guter Bürger mußte er As a good citizen, he had to  
stimmen. vote.  
Wir betrachten Sie als Freund. We regard you as a friend.

NOTE. The article must be used if the noun is antecedent to a relative pronoun, or is otherwise defined by a following phrase.

Ich spreche als ein Mensch, der viel I speak as a man who has  
gelitten hat. suffered much.  
Er betrachtet sich als einen Freund He regards himself as a friend of  
der Künste. the arts.

2. Before a predicate noun which characterizes the subject, unless preceded by an adjective.

Sie ist Sängerin. Sie ist eine gute Sängerin.

3. Before noun-objects which are obviously singular: *a.* by meaning, or *b.* in the context.

*a.* Ich habe gute Lust heute I have a good notion to go  
mitzugehen. along to-day.  
*b.* Ein Amt ohne Gehalt. An office without a salary.  
(Cf. Ohne ein Wort ging er.) (He went without a word.)

4. Before *hundert* and *tausend*, unless they are part of a larger sum, or unless *ein* is emphatic.

Sind es hundert oder tausend? Die Summe ist eine Million,  
ein tausend, ein hundert und eins.

8. No common adjectives may precede *ein*, and only the uninflected pronouns *manch*, *solch*, *welch*, and the invariable *was für*.

So ein guter Kerl, ein so guter      So good a fellow.

Kerl.

Welch ein Glück!

What good fortune!

## THE ADJECTIVE

9. Adjectives and participles used substantively retain the adjective inflection.

Ein Gesandter, der Gesandte, *ambassador*; ein Alter, der Alte; die Lebenden, die Sterbenden.

NOTE. Distinguish the substantive adjective ein Deutscher, der Deutsche, from weak nouns such as ein Franzose, der Franzose; plural die Deutschen, die Franzosen.

10. Following its noun, or in the predicate, the adjective is uninflected. Ein junger Mann, groß und stark (poetic).

NOTE. The following cases of irregular inflection are noteworthy:

1. After the personal pronouns in the nominative and accusative singular, strong inflection, elsewhere generally weak. Du armes Kind; ihr lieben Freunde.

2. The so-called indefinites may be followed by weak or strong inflection in the nominative and accusative plural: Einige starke(n) Männer, alle gute(n) Menschen.

11. After etwas, manch, nichts, viel, was, and etwas adjectives form neuter substantives.

Nichts Geschenkes; mit etwas Gutem; was weist du Neues?

12. Similarly, the neuter singular is used: *a.* abstractly, *b.* generically, and *c.* collectively.

- a. Des Wahren, Schönen, Of the true, the fair, the  
Guten. good.
- b. Was willst du? Nur Gu- Nothing but good.  
tes.
- c. Das Kommende. Future things.

13. **Comparative.** German, like English, has two comparatives, one formed with *-er*, the other with the aid of adverbs. The latter has only two uses:

a. To compare two qualities of the same object, when *more = rather than*.

- |                                 |                            |
|---------------------------------|----------------------------|
| Diese Rose ist mehr (eher) rosa | This rose is more (rather) |
| als rot.                        | pink than red,             |
| Unsere Kirche ist mehr (eher)   | Our church is impressive   |
| stattlich als schön.            | rather than beautiful.     |

b. To give degrees below the positive.

- |                                |                              |
|--------------------------------|------------------------------|
| Mein Buch ist weniger (minder) | My book is less interesting. |
| interessant.                   |                              |

c. In all other cases the form with *-er* must be used, regardless of the length or form of the adjective.

- |                             |                      |
|-----------------------------|----------------------|
| Ein regelmäßigeres Gesicht. | A more regular face. |
|-----------------------------|----------------------|

NOTE. *The . . . the . . .* with comparative is *je . . . je* (besto) . . .

- |  |                               |
|--|-------------------------------|
| Je höher der Berg (ist), je (besto) tiefer | The higher the mountain (is), |
| (ist) das Thal.                            | the deeper (is) the valley.   |

14. The comparative may be used absolutely (i.e. with no idea of comparing one thing with another) much more freely in German than in English; but cf. *the better classes, the larger good, the higher life*.

Er hatte ein größeres Buch ge-	He had written a good-
schrieben.	sized book.
Sie ist eine ältere Dame.	She is an elderly lady.

**15. Superlative.** There are two superlatives, relative and absolute. The latter does not compare, but merely indicates a high degree. It is not uncommon in German, as follows:

1. The adverbs *höchst* and *äußerst* form absolute superlatives.

Höchst elegante Toiletten.	Most elegant costumes.
Er spielt äußerst schön.	He plays extremely well.

2. The neuter with *auf* generally has absolute meaning.

Sie bewirtete uns aufs beste.	She entertained us very well.
-------------------------------	-------------------------------

3. The attributive superlative is often absolute.

Die schönste Jungfrau sitzt	The fairest of maidens sits
dort oben.	up yonder.
Dieses Geschäft hat die feinste	This concern has the most
Kundschaft.	exclusive custom.

**16.** The true or relative superlative is always construed with the definite article, except when dependent on a genitive, e.g. *Goethes größtes Werk ist Faust*. In the predicate it may have three forms:

a. Die Vögel sangen aufs	The birds sang their best.
beste.	
b. Dieses Lied singt er am	He sings this song best
besten.	(better than any other).

- |   |  |
|---|--|
| Er singt abends am besten.                              | He sings his best in the evening.                          |
| Er singt am besten von den Brüdern.                     | He sings better than his brothers.                         |
| c. Er hält dieses Lied für das beste.                   | He thinks this song the best.                              |
| Auf diesem Bilde ist das kleine Haus das schönste.      | The little house is prettier than the others.              |
| (Cf. An diesem Bilde ist das kleine Haus am schönsten.) | (The little house is the handsomest thing in the picture.) |

## THE PRONOUN

**17. Agreement.** In general, the agreement of pronouns follows grammatical gender.

Hier ist mein Bleistift; er ist stumpf.	Here is my pencil; it is blunt.
---	---------------------------------

Meine Feder ist nicht hier, hast du sie?	My pen is not here; have you it?
--	----------------------------------

a. But not if the noun refers to a person other than a child.

Das arme Weib hat ihren Sohn verloren; but: Das kleine Mädchen hat noch alle seine Blumen.

**18. Collectives** take a singular pronoun and verb unless accompanied by a plural noun in apposition.

Das Volk hat seinen alten Aberglauben noch; ein Dutzend Flaschen hatten ihren Wein hergegeben.

**19. Compounds.** German rarely uses the dative or accusative of the personal pronouns with preposi-



tions to refer to inanimate objects. The preposition is compounded with *da* (rarely *hier*), written *dar* before vowels. *Dies ist mein Tisch; lege mein Buch darauf.*

*a.* A similar compound with *wo* (*wo*) is used for the relative and interrogative pronouns under like circumstances.

*Der Bleistift, mit dem (or womit) er schreibt; die gelehrten Dinge, wovon er spricht. Wovon spricht er?*

**20. Address.** The pronouns of address are *du*, *ihr*, and *Sie*. *Sie* may be called the *formal* (or *polite*) address, the first two *natural* (or *familiar*).

*a.* *Du* (plural *ihr*) should be used in prayer, and in addressing near relatives, small children, very intimate friends, and all inanimate objects as well as animals. Fairy tales know no other form, and country people use it almost exclusively. *Du* and *ihr* (including all oblique cases, and the possessives *Dein* and *Euer*) are capitalized in letters, otherwise not.

*b.* *Sie* is singular and plural, is always capitalized, together with oblique cases and the possessive *Ihr*, and is used whenever *a.* does not apply, i.e. for all more formal or distant relations between people.

**21. Es.** The pronoun *es* has many special uses:

1. As demonstrative subject, the verb agreeing with the predicate. With personal pronouns the order is reversed.

*Wer ist da? Ich bin es. Es sind deine Brüder.*

## 2. As anticipatory subject or object.

Es ist gut, daß Sie kommen.      It is good that you are coming.

Sein Sohn wagte es nicht, ihm      His son did not venture to  
zu widersprechen.                      contradict him.

3. As apparent subject (Scheinsubjekt) of intransitive or transitive verbs, when the real subject follows the verb.

Es zogen drei Burſche wohl      Three lads went marching  
über den Rhein.                      over the Rhine.

Es liebt uns die Mutter.              Mother loves us.

## 4. As subject of impersonal verbs, cf. 90.

Es regnet, es gefällt mir, es ist geſchehen.

5. As substitute pronoun, corresponding to *so*.

Geht er? Wir wollen's hoffen.      Let's hope so.

Sie ſind jetzt frei, ich bin es auch.      You are now free, so am I.

6. As subject of *gibt* or *ist* (*ſind*), corresponding to *there is* (*are*):

a. Es gibt is an impersonal (transitive) verb, probably denoting originally that something produces or 'gives' the thing mentioned; hence it tends to designate that which is or may be universally true.

b. Es ist (*ſind*), on the other hand, is ſein with the apparent subject (21, 3), and hence applies only to special conditions or situations. Some other verb may nearly always be substituted for it, and it always loses *es* in other than normal word-order.

Es gibt einen Gott; in Afrika gibt es Löwen; es gibt heute nachmittag einen ſtarken Regen.

In diesem Zimmer sind (stehen) viele Sessel; es ist (liegt) viel Schnee auf der Erde; sie sahen, daß viele Vögel in den Bäumen waren (saßen).

**22. Reflexives.** The reflexives of the first and second person are identical with the genitive (rare), dative, and accusative of the pronouns.

Nun gedachte ich wieder meiner Now I again recalled  
selbst, setzte mich und zog mir myself, sat down, and  
die Stiefel aus. pulled off my boots.

**23.** The reflexive of the third person is *sich* (genitive *seiner selbst*, cf. 22), consistently used to denote the identity of subject and object.

Er brach sich den Arm (= seinen eigenen Arm).

Er brach seinen (e.g. seines Bruders) Arm.

*a.* When *zu* precedes the infinitive, *sich* refers to the logical subject of the latter.

Der Herr befahl dem Diener, sich die Stiefel (seine eigenen) zu waschen.

Der Herr befahl dem Diener, ihm (dem Herrn) die Stiefel zu waschen.

Er ließ sich ein Schloß bauen.

Er ließ ihm (e.g. seinem Bruder) ein Schloß bauen.

**24.** The reflexives may be used reciprocally in the sense of *einander*.

Wir begrüßten uns (einander), aber unsere Freunde sahen sich (einander) nicht.

**25.** Distinguish the reflexive from the emphatic *selbst* or *selber*, which is rarely used alone and never has reflexive

functions; it may precede noun or pronoun, and then=  
*even*.

Er selbst hat es mir selbst gesagt; selbst er weiß nichts davon;  
selbst ist der Mann (i.e. stand on your own feet).

26. The **Possessive** adjectives are relatively infrequent in unambiguous expressions referring to the clothing and parts of the body; for these the definite article is preferred, especially in combination with a dative reflexive.

Er steckte das Buch in die Tasche.      He put the book in his pocket.

Was hast du in der Hand?      What have you in your hand?

Hast du dir den Arm verletzt?      Have you hurt your arm?

27. The possessives follow the rule of agreement in 17: Mein Bleistift hat seine Spitze verloren.

28. The uninflected possessives may be used in the predicate when the subject is a noun; but ihr (Ihr) cannot be so used, cf. 29.

Dieses Haus ist mein; die Feder ist die ihrige.

29. The inflected possessive pronouns must be used when the noun is not expressed. They are three in number:

Wessen Bleistift ist das? Es ist meiner.

Es ist mein Bleistift oder seiner (der seine, der seinige).

Es ist deine Feder oder ihre (die ihre, die ihrige).

Es ist unser Haus oder eu(e)res (das eu(e)re, das eurige).

NOTE. Die Meinen (Meinigen) often=*my people* (relatives).

30. The **Relatives** are *wer* or *was*, *der*, and *welcher*. The last named has no genitive (use *dessen*, *deren*), but is otherwise interchangeable with *der* (see however 32 below).

a. *Wer* (*was*) is regularly initial, and hence usually includes its antecedent, which may, however, be repeated by the demonstrative *der* (*das*).

*Wer das tut, (der) ist kein guter Mann.*

*Was ich tun kann, (das) will ich tun.*

b. *Was*, however, unlike *wer*, may follow its antecedent, which can only be an indefinite pronoun or a neuter adjective as substantive.

*Ich will alles tun, was ich kann.*

*Ich gebe dir das Beste, was ich habe.*

31. German rarely omits the antecedent and never omits the relative.

*Ich gebe dir, was wir haben.*

*I give you what we have.*

*Er sah, was ich tat.*

*He saw what I was doing.*

*Froh über das, was ich hörte.*

*Happy at what I heard.*

*Das Bild, das ich kaufte, ist  
sehr schön.*

*The picture I bought is  
very lovely.*

32. The **Relative** *der* (not *welcher*), normally third person, may be made first or second person by the use of a pronoun: *Vater unser, der du bist im Himmel*.

33. For the relative compound *wo*— see 19, a.

34. The **Demonstratives** *dieser* (proximate objects), *this*, *the latter*, and *jener* (remote objects), *that*, *the former*, merely designate things visualized or men-

tioned; they seldom serve as antecedents (except *jener* in the plural), and *jener* does not convey emphasis, like *that*, *those*.

*a.* Emphasis is indicated by *der*, which frequently replaces *jener*, and usually replaces both *dieser* and *jener* in the genitive. *Der* is often used also for the third personal pronoun, particularly when a half-contemptuous intonation is desired.

*Der* ist aber ein feiner Mensch!

Ist das euer Haus? Nein, in der Wohnung will ich nicht bleiben; die ist mir zu klein.

35. For the demonstrative compound *da*— see 19.

36. The determinatives are *derjenige*, *der*, and *derselbe*. The first two are used: *a.* As antecedents of the relatives. *Derjenige* easily sounds pompous and should be sparingly used. „Das ist derjenige, welcher . . .“ has become a sort of *by-word*.

*Der* (*derjenige*), *der* (*welcher*) mein Pferd kaufte.

*b.* *Der* and *derselbe* are used demonstratively with genitive and prepositional phrases, and as substitutes for the possessives to avoid ambiguity, to which *sein* is especially subject, as in the accompanying example.

Ein besseres Buch als das meines Lehrers, oder das auf dem Pult; sein Vater und dessen Bruder, or sein Vater und der Bruder desselben (*stilted*).

37. The Interrogative *wer* refers only to persons, *was* only to things; *welcher* is the adjective.

Wer ist da? Was hat er? Welches Haus will er?

NOTE. *Wer* may take a plural verb when it can be construed as a predicate nominative.

*Wer sind Sie? Wer sind diese Herren? But: Wer ist gekommen?*

*a. Welcher* is also used pronominally and in exclamations.

*Welcher ist nun der rechte? Welcher (welch ein) Unsinn!*

*b.* The oblique cases of *was* are usually replaced by *wo* + preposition, cf. 19, *a.* *Was für ein* is also invariable, except that *ein* is inflected; the expression is separable.

*Womit schreiben Sie denn? Was haben Sie für einen Bleistift? Mit was für einem Bleistift schreiben Sie?*

### INDEFINITES

38. *All* in a collective sense = *all*, declined like *dieser* unless followed by *der* or a possessive, when it is usually uninflected in the singular, always inflected in the plural. *Der* supplies demonstrative force.

*Aller Anfang ist schwer; all mein Reden war umsonst; alle (all) meine (die) Freunde waren da.*

Used with a personal pronoun, *all* may follow the verb: *Sie fielen ins Wasser und ertranken alle.*

A genitive never follows *all* in German.

*Alle die Bücher.*

*All of the books.*

*a. All* in the sense of *whole* is *ganz*.

*Ganz Deutschland; er las den ganzen Morgen.*

39. *Any* has no exact equivalent, and should frequently be omitted altogether, particularly when unemphatic.

1. In negative phrases, German uses words like *no*, *nobody*; *kein* should invariably be used for *not* . . . *any* except in rare cases of emphasis.

Ich habe keinen Menschen ge-    I didn't see anyone.  
sehen.

Ich habe nicht einen einzigen    I didn't see a single soul.  
Menschen gesehen.

Haben Sie ihn nirgends ge-    Didn't you find him any-  
funden?                                where?

Er hat nichts getan.                He hasn't done anything.

2. In questions, use *ein* or *omit*; *irgend* may sometimes add emphasis.

Wissen Sie eine gute französi-    Do you know any good  
sche Grammatik?                        French Grammar?

Haben Sie Brot bestellt?            Have you ordered any  
bread?

Gibt es irgend einen kurzen    Is there any short route?  
Weg?

3. *Any*, in the sense of *whatever you will*, is *beliebig*.

Nehmen Sie (irgend) einen be-    Take any pencil (you like).  
liebigen Bleistift.

4. *Any* may also mean *every*.

Das weiß ein jeder.                Anybody knows that.

Ich erwarte ihn jede Minute.    I expect him any (every)  
minute.

In jeder Stadt findest du solche    In any city you can find  
Menschen.                                such people.

40. *Both* is *beide*, but with important differences both in meaning and in use:



1. *Both* precedes, but *beide* follows articles or pronouns, and even nouns.

Seine Brüder beide.

Both his brothers.

Diese beiden Brüder kenne ich.

I know both these brothers.

NOTE. A genitive does not follow *beide*.

Beide Werke.

Both of the works.

2. *Beide* often means simply *two*, especially in speaking of persons; it is preferred with the definite article, and is not infrequently used where *both* would be impossible.

Sehen Sie die Beiden dort.

Look at those two over there.

Beide Werke sind verschieden.

The two works differ.

3. On the whole, *beide* is not so emphatic as *both*; the omission of the article often lends emphasis, as does the use of *alle*.

Hat er alle beide genommen?

Did he take both (of them)?

Beide Wege kenne ich.

I know both roads.

4. *Both . . . and* has no formal equivalent, but the idea may be expressed in various ways: *der Vater und seine Söhne*; *sowohl der Vater als (auch) die Söhne*; *der Vater wie die Söhne*; *Vater und Söhne*; but *der Vater und der Sohn waren beide hier*.

41. Each properly means *every*; *beide* and *alle* may occasionally render it.

Ich gehe jeden Tag, alle Tage, alle zwei Wochen in die Stadt;  
ich und mein Bruder haben beide dort zu tun.

**42. Either.** The special sense of *either* is *one of two* or *both*. In the former sense it has no direct equivalent in German, but is treated like *each* or *not any*; in the latter sense, *beide* renders it.

Ich kenne keinen von beiden.      I know neither (one) of them.

Zu beiden Seiten der Straße.      On either side.

Beides ist möglich.      Either is possible.

**43. Many** is the plural of *much*, *viel*, *vieler*. Like *little*, *few*, the singular is generally uninflected, the plural always inflected.

Er hat viel Geld; was tut er mit seinem vielen Geld? Oh, er hat viele Kinder; sie brauchen vieles (*many things*).

*a.* A similar meaning attaches to *mancher*, *manch ein*, in the singular, translated *many a*; in the plural it means *some*, *a number of*, indicating a smaller number than its own singular.

Mancher Soldat fiel in der großen Schlacht; manche wurden von feindlichen Kugeln getroffen, manche durch Minen in die Luft gesprengt.	Many a soldier fell in the great battle; some were struck by hostile bullets, some blown into the air by mines.
---	---

**44. Few and a few**, plurals of *little* and *a little*, have this distinction: the former indicates disappointment (less than expected), the latter is non-committal.

*a. Little, few*, is *wenig*, usually uninflected in the singular, generally inflected in the plural. Its comparative is the invariable *weniger*.

Wir haben wenig Brot; wenige kamen; man ist weniger fische als fleisch.

*b. A little, a few*, is *ein wenig*, invariable, and *einige*, *ein paar* (rarely *einige wenige*).

Hast du ein wenig Zeit für mich? Ich will ein wenig von dir lernen. Hat der Lehrer Fragen gestellt? Oh ja, einige.

45. 1. *More*, comparative of *viel*, is *mehr*, which is however not used as often as in English, cf. 13, *c*.

Er hat mehr Bücher als ich; er hat fünf Bücher mehr als ich; wollen Sie nichts mehr essen?

Ich habe kein Buch mehr. I no longer have a book (I have no book any more).

Ich habe ihn schon lange nicht mehr gesehen. I haven't seen him (any more) for a long time.

2. *More* in the sense of something additional is *noch*+a numeral.

Noch zwei. Two more.

Ich nehme noch die Hälfte. I'll take another half.

Und redest du noch einmal so viel. And though you say twice as much more (as much again).

46. *One, ein*, is inflected: *a*. when a numeral adjective, like the indefinite article, *b*. when a pronoun, like *dieser*, *c*. in certain uses with the definite article, like a weak adjective, singular and plural.

*a.* Er hat nur ein Buch.

*b.* Einer meiner Brüder; eines dieser Kinder.

*c.* Weder der eine noch der andere; weder das eine noch das andere; weder die einen noch die anderen, *neither the ones nor the others*.

47. *One*. The indefinite pronoun is *man*, which is always repeated in the nominative (i.e. *er* cannot be

substituted for it, as in English) but has no other case forms. Dative and accusative are supplied by *einer*, which may occasionally assume the functions of *man* itself; in the latter case *er* refers to it.

Man will sein eigenes Land nicht beschimpfen; dazu ist man zu stolz, und andere neh- men es einem übel.	One does not wish to abuse his own country: he is too proud for that, and others take it amiss of him.
Seh' einer an!	Just look at that!
Wenn einer das hört, so wird er wild.	When a man hears that, he gets wild.

48. *One* as substitute pronoun does not exist in German; its place is taken by the inflectional ending of pronoun or adjective. But compare 46, *c*.

Saben Sie kein Buch? Nehmen Sie dieses, *take this one*.

49. *Other* is the adjective *ander*; for *one another*, *each other* see 24, for *other* in the sense of *more* see 45.

Das ist eine andere Sache.	That is another matter.
Sie gingen hinaus einer nach dem anderen.	They went out one after the other.
Sie gingen nacheinander hin- aus.	They went out one by one.

50. *Some*, *several*, singular and plural, correspond closely in use to *a little*, *a few*. The singular is *etwas* (rarely *einig*—); the plural is *einige*, *some*, *a few*, *mehrere*, *several*, *ein paar*, *a couple* (distinguish from *ein Paar*, *pair*), and *welche*, *some*, which is not interchangeable with *einige*, but is a substitute pronoun used only pre-

dicatively, as in the example below. *Some* may often be profitably omitted, particularly with adjectives.

Hast du (etwas) Geld?	Have you some money.
Ich habe einige Äpfel, hast du welche?	I have some apples, have you some?
Ich kenne gute Menschen.	I know some good people.
Mehrere Studenten.	Several students.

a. In the sense of *some . . . or other*, use *ein* or *irgend ein*.  
Dieses Haus wurde von irgend einem Deutschen gekauft.

b. *Sometime(s)* is *einmal*, *manchmal*.

Ich besuche Sie einmal.	I will call on you sometime.
Manchmal kann ich nachts nicht schlafen.	Sometimes I can not sleep at night.

51. *Such* is rendered by *solch*, which is inflected like a weak adjective after *ein*, but otherwise like *dieser*.

*Solcher* *Zucker*, *ein solcher* *Mann*, *eines solchen* *Buches*, *solche* *Dinge*. *Solch* is often uninflected before another adjective, and always uninflected before *ein*; in this use *so* may replace it: *solch* is then more matter-of-fact, whereas *so ein* tends to be emphatic, cf. *so (et)was*, *such a terrible thing*. *Solche* *großen Männer*. *Solch* *üble Worte*.

So ein gutes Kind!*	Such a good child!
Ein so gutes Kind.	A child so good, so good a child.

## THE NUMERALS

52. *Forms*. The lower numbers still show traces of a pronominal inflection. Colloquially, all have a nominative in *-e*, as far as twelve inclusive, and such genitives and datives as *dreier Frauen Kinder*, *auf allen*

vieren, are not uncommon. For *ein* see 46 and note that in counting and telling time *eins* is the usual form.  *Hundert* and *Tausend* may both be used as neuter nouns, and *die Million*, *die Billion*, etc., are always substantive.

*Einige Hunderte von Menschen.* Some hundreds of people.

*Berlin hat über zwei Millionen Einwohner.* Berlin has over two million inhabitants.

### 53. Derivatives. Note the following examples:

<i>erstens, zweitens, drittens</i>	first, second(ly), third
<i>einmal, zweimal, dreimal</i>	once, twice, thrice
<i>britthalb, vierthalb</i>	two and a half, three and a half

<i>anderthalb Meilen</i>	} a mile and a half
<i>ein und eine halbe Meile</i>	
<i>ein ein halb, drei ein halb</i>	

<i>einfach</i>	single (simple, plain)
<i>zweifach, zwiefach</i>	twofold, double
<i>mehrfach, mannigfach</i>	manifold
<i>mancherlei</i>	many a kind of, diverse
<i>zweiterlei Kuchen</i>	two kinds of cake
<i>Das ist mir einerlei.</i>	That is all one to me (indifferent).

<i>ein halber Apfel, die halbe Welt</i>	half an apple, half the world
<i>Die Hälfte meines Apfels will er.</i>	He wants half my apple.
<i>eine Hälfte, beide Hälften</i>	one half, both halves
<i>die kleinere Hälfte?</i>	the smaller (lesser) half

### 54. Expression of time:

*Goethe reiste 1786 nach Italien.* Goethe went to Italy in 1786.

Er starb im Jahre 1832.	He died in (the year) 1832.
Am 10ten Juli, am 10. Juli, den 10. Juli.	} On the 10th of July.
Berlin, 10. Juli.	Berlin, July 10.
Ende Mai, Anfang Juni.	Late in May, early in June.
Die achtziger Jahre.	The eighties.
Ein Mann in den achtzigen.	A man in the eighties.
Um eins (ein Uhr) essen wir.	We eat at one (o'clock).
Punkt zwölf (Uhr) fährt der Zug.	The train leaves at 12 o'clock sharp.
Schlag zwei kam er herein.	He came in on the stroke of two.
(ein) Viertel (auf) 6 }	(a) quarter past 5
(ein) Viertel nach 5 }	
halb 6	half past 5
drei Viertel (auf) 6 }	(a) quarter to 6
(ein) Viertel vor 6 }	
Es ist halb vorbei.	It is past the half.

## THE NOUN

55. An appositive agrees in case and number with its antecedent.

Er kommt mit seiner Mutter, einer sehr alten Dame; ein Drama mit Faust als (der) Hauptfigur.

56. Proper nouns have no case-form but a possessive genitive, which is unusual unless the name is that of a person or personified object; such a genitive may precede or follow.

Deutschlands Helden, die Helden Deutschlands; des jungen Schillers Werke, die Werke des jungen Schiller; die Dichtungen eines Goethe, eines Lessing.

**NOTE.** Names of women are treated in the same way.

Annas Bücher; die Bücher Annas, die Bücher der Anna.

**57.** Nouns ending in an *s*-sound present a special case.

Friehens Bücher, Leibnizens Werke (colloquial); Leibniz' Werke (never so spoken); die Werke des Leibniz.

**58.** If a title precedes the name, there are three possibilities:

*a.* Only the title is inflected.

Die Schüler des Professor(s) Schmidt.

*b.* Only the name is inflected.

Professor Schmidts Schüler. Die Schüler Professor Schmidts. Die Neben Kaiser Wilhelms des Ersten.

*c.* Herr is always inflected.

Herrn Professor Schmidts Schüler. Die Schüler des Herrn Professors (Schmidt).

**59. Number.** A collective plural may take distributively a singular object; in such cases the article must replace the possessive, cf. 26, unless jeder is used.

Die Gäste legten den Mantel (*their coats*) ab. Wir schreiben jeder seinen Aufsatz. Geben Sie alle die Hand!

*a.* With numerals, only feminines (except Mark) are pluralized in phrases of measure.

Drei Tassen Milch; dreißig Mark; zehn Fuß in der Länge.

**60.** The Nominative is also the vocative.

Großer Gott! Komm, mein liebes Kind.

**61.** A predicate nominative is regular with sein,



bleiben, werden, erscheinen, and with some passive verbs of naming, also with *als* after many verbs.

Bleib du im ew'gen Leben mein guter Kamerad. Er wurde ein großer Mann. Er heißt „der faule Fritz.“ Wasser bildet *als* weißer Dampf die Wolken.

62. The **Genitive** is steadily falling into disuse in conversational German, its place being taken by the dative and accusative with prepositions. It is, however, still actively employed to indicate the relations between nouns, and includes most of the uses of English *of*, cf. 66.

With nouns the genitive denotes:

*a.* Possession; in German the genitive follows, unless it denotes a person.

Die Tochter der alten Frau.      The old woman's daughter.  
Heinrich's Bücher.

*b.* The object of an action.

Das Fischen der Fische. Die Gewinnung des Goldes.

*c.* A part of something.

Einer der Männer.

*d.* A characteristic (rare, except in elevated style).

Ein Mann guten Charakters.

*e.* A definition.

Das Recht der freien Wahl.

*f.* Various types of connection.

Die Erscheinung eines Freundes.      The appearance of a friend.  
des.

63. With verbs the genitive is now rare except in elevated style; thus *ich erinnere mich seiner* has given way before *ich erinnere mich an ihn*. A few verbs have failed to form such a substitute, e.g. *er bedient sich einer Krücke*, *he uses a crutch*.

NOTE. In one or two phrases, the old genitive *mein*, *dein*, *sein*, etc., has been preserved: *Bergsmeinnicht*; *ich denke dein*.

64. Adverbially, it indicates mostly time in certain phrases, more rarely place or direction, occasionally manner.

*Des Abends spät, des Morgens früh. Freitags hat er keine Klaffenarbeit. Rechts, rechter Hand, to the right. Er ging seines Weges, geh deiner Wege! Schweren Schrittes näherte er sich, with heavy steps he approached.*

65. It complements prepositions and adjectives, of which some of the former and most of the latter follow their complement.

*Bin ich Ihrer Hilfe gewiß? Ich bleibe meiner alten Mutter wegen. Um Gottes willen, tu das nicht!*

66. In general, *of* should be translated by the genitive. Note the following substitutions:

1. For the true genitive, a compound may be used:  
*Der Vogelgesang, der Gesang des Vogels. Der Königssohn, der Sohn des Königs.*
2. A nominative (or uninflected form) is used:
- a. In combinations of proper names.

*Das Königreich Sachsen.*

b. With expressions of measure.

Eine Anzahl Kinder. Zwei Pfund Zucker.

c. In dates.

Der sechste Dezember. But: Der letzte Tag des Januar.

3. The dative with *von* must be substituted:

a. In most titles.

Die Königin von Preußen. Die Jungfrau von Orleans.

b. To avoid ambiguity.

Die Schulen von Paris. Scharen von Männern, die von der Stadt kamen.

c. To avoid a double genitive.

Ein Vetter vom Onkel meines Schwagers.

d. When the nouns are widely separated.

Von hundert Soldaten kamen nur zwanzig zurück.

e. With personal and relative pronouns used *partitively*.

Zwei von Ihnen sollen sofort kommen! Er hat neun Brüder, von denen zwei schon gefallen sind.

f. With verbs of speaking in the sense of *mention*; but in the sense of *discuss*, use *über*.

Sie sprachen von mir.

They mentioned my name.

Sie sprechen über mich.

They are talking about me.

g. In a certain type of phrase, e.g.,

Ein Schurke von Verwalter.

A rascal of an overseer.

4. The dative with *von* or *aus* must be substituted:

a. In expressions denoting material.

Ein Tisch von Eichenholz. Mein Tisch ist aus Eichenholz gemacht.

b. To denote origin or connection; mostly *aus*.

Herr Schulze aus Chicago ist jetzt hier. Er ist aus einem adligen Geschlecht.

But not if *of* denotes present residence.

Professor R. R. in New York hat eine Entdeckung gemacht.

5. The dative with *von* *may* be substituted for almost any genitive and is often used:

a. To denote quality or characteristic.

Ein Mann von großer körperlicher Kraft.

b. In the so-called "double possessive."

Ein Freund von mir.      A friend of mine.

67. The **Dative** is the most active case in German, and its principal uses are as follows. In general it corresponds to *to* or *for*.

1. Sole object of: a. verbs compounded with dative prepositions and the prefixes *ein*, *ent*, *voran*, *voraus*, *zuvor*.

Er ist mir entkommen, zugekommen.

b. Many verbs considered transitive in English, most of which however suggest a prepositional complement, e.g. *follow*=*walk after*, *thank*=*render thanks to*. The most important are:

antworten	folgen	nahen
begegnen	gefallen	nützen
danke	gehören	schaden
dienen	glauben	trauen
drohen	helfen	zürnen

Sie gefallen mir nicht; hat er Ihnen gedroht?

2. As secondary object of many verbs:

a. Indirect object.

Er gab mir das Buch.

b. Dative of separation or privation.

Er nahm mir das Buch wieder.

c. Dative governed by the verb prefix.

Ich habe es Ihnen vorausgesagt.

d. Beneficiary dative, see below.

3. A dative denoting the person or thing benefited or injured is called dative of interest. It occurs:

a. As beneficiary object of transitive verbs.

Ich will Ihnen nichts Schlechtes nachsagen. I don't mean to say anything bad about you.

b. With impersonal, intransitive, and passive verbs.

Ihm erschien es eine leichte Sache.

c. Loosely as so-called ethical dative.

Mir ist mein Pferd hingefallen, *my horse fell down* (Irish and colloquial '*on me*'). Cf. also *to tell on a person*.

4. Possessive dative, cf. 26.

Er hat sich den Fuß verletzt.

5. Adjectives which take a dative complement generally follow it.

Das ist mir sehr lieb.

68. The Accusative is used:

1. As direct object.

Ich nehme das Buch.

2. As secondary object of a few verbs.

Sie nannten ihn „den kleinen Teufel.“

3. Adverbially, showing: a. direction.

Wir gehen den Pfad hinauf.

## b. Exact time.

Vorigen April geschah es.

## c. Measure of space, time, value, etc.

Das Brett ist einen Fuß breit.<sup>Y</sup> Wir blieben nur einen Augenblick. Es ist keinen Pfennig wert.

## 4. Absolutely.

Den Bleistift in der Hand, beugte er sich über den Tisch.

## 5. After certain prepositions to denote a goal of motion.

Gehen Sie an die Tafel! Ich lege meine Sachen unter dieses Blatt.

a. Note that the idiomatic uses of *auf* and *über* require the accusative, of *an* and *vor*, the dative.

Wir warten auf meinen Freund.	We are waiting for my friend.
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Er schreibt über die Tierwelt.	He writes about the animal world.
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Vor übergroßer Angst konnte sie kaum sprechen.	She could hardly speak for extreme fear.
--	--

An diesem Bild hat er zehn Jahre gearbeitet.	He worked for ten years on this picture.
--	--

6. A few adjectives, such as *satt*, *müde*, *los*, take a complementary accusative, originally a genitive.

Ich bin es satt.	I have (had) my fill of it.
Bist du es nicht müde?	Aren't you tired of it?
Wir können ihn nicht los werden.	We can not get rid of him.

## THE ADVERB

69. All adjectives and participles may be used adverbially.

Es geht gut.

It goes well.

Er tut es spielend leicht.

He does it with playful ease.

70. The adverbs of direction are *her* and *hin*; the former indicates motion toward the speaker or his imagined location, *hin* the opposite. Hence we generally combine *her* with *kommen*, *hin* with *gehen*. They form compounds with the adverbs of place, being suffixed to *da*, *dort*, *hier* and *wo*, and prefixed to all others. Separation of the suffix may take place.

Ich gehe nicht dorthin. Kommen Sie herein! Wir gingen hinauf. Wo kommst du her? Da will ich nicht hin.

71. Direction to a place is carefully distinguished, by means of these particles, from location in a place.

Er ist unten.

He is below.

Er geht hinunter (nach unten).

He goes below.

Wo bist du? Wohin gehst du?

Where are you? Where are you going?

72. Indicating direction, they consequently indicate motion, and thus may render verbs of motion superfluous, especially with the modals.

Wo willst du hin? Herein! Hierher! Woher des Wegs? Er darf nicht herein.

**73. Compounds.** *Da* and *wo* (rarely *hier*) are compounded with prepositions to form adverbs which summarize clauses corresponding to: *a.* adverbial substantive phrases.

Er erkundigte sich danach, ob wir gekommen wären.      He inquired as to whether we had come.

Er erkundigte sich nach unserem Kommen.      He inquired about our coming.

*b.* a verbal noun+preposition.

Er ist verbittert darüber, daß er nicht gewählt wurde.      He is embittered at not having been chosen.

*i.* For the use of these compounds as substitutes for personal pronouns, see 19.

## THE CONJUNCTION

**74. The Co-ordinating Conjunctions** are of two kinds, simple connectives and adverbial conjunctions.

*a.* The simple connectives are *und*, *aber*, *allein*, *sondern*, *entweder . . . oder*, *sowohl . . . als (auch)*, *weber . . . noch*, *nicht nur . . . sondern auch*, and *denn*. They do not affect the position of the verb.

*b.* The adverbial conjunctions introduce independent sentences, in which they have the functions of adverbs; hence they cause inversion when initial.

*Deshalb* ist er gekommen.

**75. The Subordinating Conjunctions** introduce dependent sentences, in which the inflected verb has final position. To distinguish them from the adverbial



conjunctions, note that the latter need not be in initial position, but the former must be.

Deshalb ist er gekommen; er ist deshalb gekommen.

### THE VERB

76. The **Auxiliaries** of tense, **haben** and **sein**, are used to form the perfect tenses of the verb.

a. **Sein** is used with all intransitive verbs — not always the same as in English, e.g. *folgen*, *follow*, is in German intransitive — when they express or imply a change of position or condition, of place or state. It is also used with *bleiben*, *geschehen*, *gelingen*, *glücken*, and *sein*.

b. All other verbs are conjugated with **haben**.

<b>haben</b>	<b>sein</b>
Er hat geschlafen.	Er ist eingeschlafen.
Er hat gut geschwommen.	Er ist zwei Meilen geschwommen.
Er hat lange gestanden.	Er ist aufgestanden.

77. German has fewer auxiliaries than English. Thus *do* and *did* are not found in good German, although occasionally encountered (pleonastically) in poetry and often in dialects. Nor may *haben* or *sein* be used alone as question or answer. Modals used in this way add *es*.

Ich lese gern, Sie nicht auch?	I like to read, don't you?
Er ging mit Ihnen, nicht wahr?	He went with you, didn't he?
Sie gehen auch? Nicht?	You are going too? Aren't you?

Sie möchten gehen, wie?	You'd like to go, wouldn't you?
„Er war da?“ „So?“	“He was there?” “Was he?”
„Ich reise gern.“ „Ich nicht.“	“I like to travel.” “I don't.”
„Sie haßt ihn.“ „Ich auch.“	“She hates him.” “So do I.”
„Können Sie es lesen?“ „Ja, ich kann's.“	“Can you read it?” “Yes, I can.”
„Haben Sie's gesehen?“ „Ja, wohl“ or „Das hab' ich.“	“Have you seen it?” “I have.”

78. The English progressive — *to be* with the present participle — is wholly unknown in German.

Gehen Sie?	Are you going?
Er hat eine Woche daran gearbeitet.	He has been working on it for a week.

79. *Lassen* (rarely *machen*) may be used as causative auxiliary.

Er ließ ihn die Geschichte erzählen.	He had him tell the story.
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1. *Lassen* may also be used for *let*, as substitute for the imperative.

Lassen Sie uns warten.	Let us wait.
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80. The auxiliaries of tense may be omitted at the end of a dependent clause, when no misunderstanding can arise.

Nachdem wir eine lange Strecke gegangen (waren), legten wir uns hin.

1. An auxiliary is not generally repeated with two verbs in the same clause.

Wir erfuhren, daß sie die Tür	We learned that they had
erbrochen und das Haus ge-	broken open the door
pündert hätten.	and sacked the house.

81. The **Present** tense, besides showing present and future time (cf. *We go to town to-morrow*), also may denote past time.

a. In vivid narration the so-called historical present is more common in German than in English.

82. With some adverbs of time the present is often equivalent to the English perfect.

Wie lange sind Sie hier?	How long have you been . .
Er steht seit Jahren an der	He has led . . .
Spitze.	

83. The **Preterit** tense, in addition to its use as imperfect, has the following special uses:

a. It is lent progressive force — which, however, it potentially has at all times — by such adverbs as *schon, nun, eben, gerade*.

Er kam gerade herein.	He was just coming in.
Er ist gerade hereingefommen.	He just came in.
Wir liefen schon.	We were already running.

b. It expresses customary action, corresponding to the English idiom with *would*, or *used to*.

Wir krochen ins Hühnerhäus-	We would (used to) crawl
chen.	into the chicken-house.
Die Augen gingen ihm über.	His eyes would overflow.

c. With some adverbs of time it is equivalent to a pluperfect.

Seit acht Tagen friert es.      It had been freezing for a week.

84. The **Future** offers no special difficulty, except as the English forms are not clearly understood. Properly, the only future form in the first person is *I (we) shall*; lax modern usage, however, sanctions as futures *I will* and *I'll*, especially the latter.

1. For the most part, *will* with the first person is *wollen*, *shall* with second or third person is *sollen*. The context must determine whether in a given case *will* is intended as future.

2. In some cases the future tense may express probability or assurance in present time, especially with *wohl* or *schon*.

Er wird wohl hier sein.	He is probably here.
Sie werden das Buch wohl besitzen.	You doubtless possess the book.
Das wird schon richtig sein.	That is certainly correct.

a. In the same way, the future perfect may express perfect time.

Er wird schon dagewesen sein.      He has surely been here.

85. The **Perfect** tense need not, as in English, include present time: it should be used for the English

preterit whenever the latter relates an occurrence not in a connection, but as an isolated completed fact.

Hebbel hat im neunzehnten Jahrhundert gelebt. Hebbel lived in the 19th century.

Er ist vor Jahren hier gewesen. He was here years ago.

**86. Passive.** By the expression "The door was painted" two possible meanings are conveyed: 1. the door was in a painted state, or 2. the door was being painted (i.e. by someone). The latter we call passive. That is, the passive is a mode of conjugating a transitive verb so as to emphasize the object of the action by making it the subject of the sentence. The original subject, if expressed, then becomes the agent with *von* (never *bei*). The difficulty of the passive lies in the ambiguity of the English sentence.

**87.** Simple tests may be applied to an English sentence to determine whether it is passive or not.

*a.* If an agent is named or plainly understood, the sentence must be passive.

Die Thür wurde von dem Hausmann angestrichen. The door was painted by the janitor.

**NOTE.** With passive verbs, *von* tends to denote a direct agency, *durch* the instrument or means, often abstract or inanimate.

- Die Stadt wurde durch List genommen. The city was taken by a ruse.
- Die Stadt wurde von dem Feind genommen. The city was taken by the enemy.
- Der König ließ die Verbrecher durch seine Diener hinrichten. The king had the criminals executed by his servants.

*b.* To be passive, the sentence must indicate an action or happening; if only a state or condition is implied, the passive is not applicable.

<i>Action</i>	<i>State</i>
Die Tür wurde geschlossen (e.g. at closing time).	Die Tür war geschlossen (e.g. after-banking hours).
Das Fenster wurde zerbrochen (someone broke it).	Das Fenster war zerbrochen (in a broken condition).

*c.* If the verb is passive, its meaning can be given by a verb of the same tense in the active voice, otherwise not, for a state can only result from a previous action, not a contemporaneous one.

<i>Passive</i>	<i>Active</i>
The doors are closed at ten.	They close the doors at ten.
The book was given to me.	They gave me the book.
The book had been printed.	They had printed the book.

<i>Not passive</i>	<i>Active</i>
The door is painted red.	They have painted the door red.
The desk was stained brown.	They had stained the desk brown.

*d.* If the verb is not passive, the predicated participle may be used as attributive adjective without change of meaning.

<i>Not passive</i>	<i>Active</i>
The doors are closed.	They are closed doors.
The desk was stained brown.	It was a brown-stained desk.

NOTE. This test can not be applied to the German sentence, as the participle in German is still a verb and may take an agent, cf. 114, 2.

Es war ein von unserem Hausmann braunangestrichenes Pult.

88. A special case is that of verbs taking a dative as sole object. In the passive the verb becomes impersonal, the dative being retained.

<i>Active</i>	<i>Passive</i>
Er half mir viel.	Mir wurde viel von ihm geholfen.
Meinen Worten glaubte man nicht.	Meinen Worten wurde nicht geglaubt.

89. Not every English passive should be rendered by a passive in German. Instead we may use:

a. Man with the active voice.

Man sagt.	It is said.
Man erzählt viele Sagen.	Many legends are told.

b. A reflexive verb.

Es wird sich bald finden.	It will soon be found.
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c. Lassen with a reflexive.

Es läßt sich nicht machen.	It can not be done.
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90. **Impersonal Verbs** — those having the indefinite *es* for subject (cf. 21, 4) — may be grouped under four heads.

1. Intransitive impersonals, never active; *es* being the real subject is retained in inversion.

Die ganze Nacht donnerte *es*, und *es* regnete in Strömen.

Wie Tagesklarheit liegt's über    The entire expanse of the  
 der weiten Strandessfläche.    strand is as it were  
    covered with the bright-  
    ness of daytime.

2. Impersonals which require an object; *es* is usually dropped in inversion. Many of these have active uses.

Ich friere, *es* friert mich, or mich friert('s). Dem Vater  
 grauset('s).

3. Verbs used impersonally to avoid naming the subject; *es* is always retained.

Es klingelt.    The bell is ringing.  
 Wie Melodien zieht *es* mir    A thought like music floats  
 leise durch den Sinn.    softly through my soul.

4. Passives denoting an action irrespective of the subject; *es* is always dropped in inversion.

Bei ihrer Hochzeit wurde viel    There was much dan-  
 • getanzt.    cing . . .

91. The **Modal Auxiliaries** correspond roughly to the English potential mode (*may, might, could, would, should*), but include much more, since the English verbs are defective. Especial note should be taken of the phrases *I should (could) have gone*, properly *I should have ought (been able) to go* (cf. vulgar English *I hadn't ought to go*), *ich hätte gehen sollen (können)*.

92. The dependent infinitive may be omitted, the meaning being completed by adverbs of direction,



neuter pronouns, or prepositions used adverbially,  
cf. 72; *ich will hinaus, du darfst das nicht, wohin willst du?*

*Er will mit.*

*He wishes to go along.*

93. Three of the modals, *können*, *mögen* and *wollen*, have transitive uses, see below.

94. The phrase *it might be true* can be rendered by three different modals, with varying degrees of probability: *es könnte wahr sein* — 35%; *es möchte wahr sein* — 50%; *es dürfte wahr sein* — 75%. But *möchte* is rarely used.

95. The modals may readily be grouped in pairs:

Physical	$\left\{ \begin{array}{l} \text{können} \\ \text{müssen} \end{array} \right\}$	Possibility
Moral	$\left\{ \begin{array}{l} \text{dürfen} \\ \text{sollen} \end{array} \right\}$	Obligation
Impulse	$\left\{ \begin{array}{l} \text{mögen} \\ \text{wollen} \end{array} \right\}$	Desire Volition

96. *Können* denotes physical, *dürfen* moral possibility, according to the above rough generalization. Thus:

*Ich kann die Tür aufmachen.*

*I am able to . . .*

*Ich darf die Tür aufmachen.*

*I am permitted to . . .*

1. Hence *dürfen* stands for *be permitted, allowed*, also for *may, might* (and *dare* in the same sense). Note that when negated, it means *be not permitted*, i.e. *must not*. Cf. *müssen*.

*Darf ich gehen?*

*May I go?*

Er durfte nicht kommen.	He was not permitted to come.
Er hat nicht lesen dürfen.	He was not permitted to read.
Das darfst du nicht tun.	You must (i.e. may) not do that.

2. Hence können stands for *can*, *could*, and all tenses of *be able*; but it is not uncommon for dürfen in every-day speech.

Er kann meine Schrift nicht lesen.	He can not read my writing.
Er konnte nicht gehen.	He could not go.
Er konnte es nicht, wenn er es auch wollte.	He could not, even if he would.
Er hat nicht kommen können.	He has been unable to come.
Jetzt kannst du kommen.	Now you can (i.e. may) come.

a. Note the transitive use of können in the sense of *know*, especially languages:

Ich kann (or weiß) es auswendig.	I know it by heart.
Er kann sehr gut Deutsch.	He knows German very well.
Er kann es.	He knows his lesson.

b. Können stands for *may* in the sense of a conceded possibility.

Das kann noch kommen.	That may come yet.
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97. Müssen and sollen contrast with können and dürfen.

Ich muß nach Hause, indicates compulsion.

Ich soll nach Hause, indicates obligation.

1. Hence *müssen* stands for *must, have to*; also for *be compelled, forced, obliged* (unless an agent is expressed, when the passive of a verb like *zwingen* is used). The negative is *be not compelled to*, cf. *dürfen*; but it occurs as a mild prohibition.

Ich kann gehen, muß es aber nicht. I can go, but don't have to.

Psui, das mußt du nicht tun. Tut, tut, you mustn't do that.

Er mußte mich sprechen.

He had to see me.

Er hat abhandeln müssen.

He has been forced to abdicate.

a. Note:

Ich habe etwas zu tun.

I have something to do.

Ich muß etwas tun.

I have to (must) do something.

2. *Sollen* has only a present and past indicative (not very common), and present and past subjunctive; the indicative means *shall, be expected to*, etc., the subjunctive *ought to, should*.

Ich soll in die Stadt gehen.

I am to go to town.

Du sollst mit uns gehen.

You shall go with us.

Er sollte Bücher kaufen.

He was to buy books.

Soll ich hier stehen?

Shall I (am I to) stand here?

Ich sollte gehen, aber ich gehe nicht.

I ought to (should) go, but I am not going.

Er hätte mit uns gehen sollen.

He ought to (should) have gone with us.

a. NOTE. A special use of *soll*. •

Was soll das?

What does this mean (or what is this for)?

Was soll der Hut hier?

What is the hat doing here?

b. NOTE. Sollen may mean *be said to*, in the pres. ind.

Er soll sehr reich sein.

He is said to be very rich.

Er soll es geschrieben haben.

He is said to have written it.

98. Mögen and wollen indicate an impulse to something; mögen expresses the prompting of desire, wollen the volition which may result therefrom.

Ich mag das Buch nicht lesen, I don't fancy reading the  
aber ich will's. book, but I will.

1. Hence mögen stands for *like (to)*, *care to*, *want to*, chiefly in the present indicative; the subjunctive *ib*, with or without *gern*, means *should (would) like to*.

Ich mag den Menschen nicht.

I don't like the fellow.

Ich mag den Menschen nicht  
sehen.

I don't care to see the  
fellow.

Möchten Sie (gern) Deutsch  
sprechen?

Should you like . . .

a. Mögen stands for *may*, *might* in the sense of a conceded possibility, cf. können. It also stands for *may* in hopeful wishes. Otherwise *may* is not specially translated by a German modal.

Ich gehe vielleicht.

I may go.

Das mag wahr sein.

That may be true.

Sie möchte vierzehn Jahre alt  
sein.

She was perhaps . . .

Möge er lange leben.

Long may he live.

b. Mögen stands for *let* in a half-contemptuous sense.  
Meinetwegen mag er bleiben. Let him stay, for all of me.

2. *Wollen* stands for *wish, will, be willing, desire, want*, and may be transitive in this use.

Ich will nicht bleiben. I will not (do not want to) stay.

Ich wollte sie nicht sehen. I would not (did not want to) see them.

Dieses Buch will ich nicht. I do not want this book.

a. From the idea of *willing* comes that of *intending*, hence *to be about to*, especially with adverbs.

Er wollte gerade die Tür auf- He was just about to . . .  
machen.

Er will ich den Brief schreiben. I am on the point of . . .

b. Whereas *sollen* gives the (perhaps unfounded) claims of others, *wollen* may denote the equally doubtful claims of the subject.

Er will mich oft gesehen haben. He claims to have . . .

Er will der König sein. He pretends to be the king.

(But: Er will König sein.) (He wants to be king.)

## THE SUBJUNCTIVE

99. The Subjunctive seldom conveys direct information, like the indicative, but expresses thoughts, hopes, wishes, and the like; it may therefore be called the subjunctive mode, as the indicative is the objective mode. Its principal uses are imperative, conditional, indirect statement. For other uses see below.

100. Forms. The subjunctive in German is used to express four time ideas, namely *present, past, future*,

and *future perfect* time. Each is represented by two tense forms, designated as *a* and *b* (or called *first* and *second present*, etc.); the *a*-form (*first subjunctive*) uses only the present stem in the conjugated (or inflected) verb, e.g. *sei, habe, werde*, the *b*-form uses only the preterit stem, e.g. *wäre, hätte, würde*. Thus the form corresponding to the preterit indicative expresses present time in the subjunctive; while the perfect and pluperfect are used interchangeably to express past time. The table shows these relations; the expressions on the left give a convenient way of naming the forms in drill or practice. For translations, see the following paragraphs.

## I

1 <i>a</i> sei, habe	present
2 <i>a</i> sei gewesen, habe gehabt	past
3 <i>a</i> werde sein, werde haben	future
4 <i>a</i> werde gewesen sein, werde gehabt haben	future perfect

## II

1 <i>b</i> wäre, hätte	present
2 <i>b</i> wäre gewesen, hätte gehabt	past
3 <i>b</i> würde sein, würde haben	future
4 <i>b</i> würde gewesen sein, würde gehabt haben	future perfect

It will be seen that this scheme eliminates the designation *conditional*, which is both impractical and inaccurate, since forms 1*b* and 2*b* are just as much conditionals as the forms generally so termed. The so-called preterit subjunctive is here simply listed as

a parallel form to *ia*; and indeed it cannot be too strongly emphasized that *wäre*, *würde* and *hätte* indicate present time, not past time.

101. The **Conditional Subjunctive** is required for all unreal and doubtful conditions, i.e. for all English conditions containing *would*, *should*, *ought*, *might*, or *could* in the conclusion clause. E.g. *I should go if I could; he might have gone if he had wanted to*. In German, such conditions are expressed solely by means of the *b*-forms, which are used as follows: in the *if*-clause, *1b* for present, *2b* for past time; in the conclusion, *1b* or *3b* for present, *2b* or *4b* for past time. Thus:

Ich ginge (würde gehen), wenn du kämest. I should go if you came.

Ich wäre gegangen (würde gegangen sein), wenn du gekommen wärest. I should have gone if you had come.

a. German often omits *wenn* when the *if*-clause precedes, and then so-called conditional inversion takes place, i.e. the verb is given initial position; *so* (= *then*) is generally prefixed to the conclusion.

Kämen Sie, so würde ich gehen. If you came, (then) I should go.

Wären Sie gekommen, so wäre ich gegangen. Had you come, (then) I should have gone.

102. Either clause of a conditional sentence may be used independently; this gives rise to so-called potential and optative uses, see below.

**103. The Potential Subjunctive** is in origin the conclusion of an unreal condition, and an *if*-clause may often be readily supplied.

Ich würde gehen (wenn ich an Ihrer Stelle wäre). I should go (if I were in your place).

Er hätte es getan (wenn er das gewußt hätte). He would have done it (had he known that).

*a.* In many instances, the *if*-clause is no longer clearly felt; the subjunctive then indicates possibility, doubt, hesitation, modesty, and other shades of feeling.

Das wäre wohl besser. That probably would be better.

Ich wüßte nicht, was ich sagen könnte. I should not know what I could say.

Dürfte ich die Erlaubnis haben ...? Might I have permission ...?

So, das wäre jetzt fertig! There, that's done now!

Wer kennt diesen Namen nicht? Who would not know that name?

**104. The Optative Subjunctive** is a conditional clause without a conclusion; it is often used without *wenn* (cf. 101, *a*), especially in past time.

Wenn er nur käme! Käme er nur! If he would only come!

Wenn er uns doch gesehen hätte! If he had only seen us!  
Hätte er uns doch gesehen! Had he but seen us!

**105. The Subjunctive of Indirect Statement** regularly follows past tenses of all verbs of saying, thinking, feeling, and asking, and many others with cognate meanings; it is used to impart statements in words



other than those of the original speaker. It may also be used after present and future tenses, with which the indicative is perhaps more common. In either case, the tense of the indirect statement is determined by the time of the (indicated or imagined) direct one, as in the following table.

Note that the preterit of the direct becomes a compound tense in the indirect statement.

<i>Direct</i>	<i>Indirect</i>
Er ist hier.	{ er sei hier, wäre hier.
Er war hier.	{ er sei (wäre) hier gewesen.
Er ist hier gewesen.	{ " " " " "
Er war hier gewesen. Ich sagte,	{ " " " " "
Er wird hier sein.	{ er werde (würde) hier sein.
Er wird hier gewesen sein.	{ er werde (würde) hier gewesen sein.

NOTE. By using the subjunctive, the speaker disclaims any responsibility for the truth of the statement; but the indicative may be used if this is not desired. Hence the indicative generally follows *know*, *see*, *show*, etc.

Er mußte, daß ich das Buch hatte. Ich sah, daß er gekommen war.

1. Following are the current translations; er sagte is understood in all the examples.

Er sei hier, habe es.	He was here, had it.
Er wäre hier, hätte es.	
{ Er sei hier gewesen, habe es gehabt.	He had been here, had had it.
{ Er wäre hier gewesen, hätte es gehabt.	

Er werde hier sein, es haben.	}	He would be here, would have it.
Er würde, etc.		
Er würde hier gewesen sein, es gehabt haben.	}	He would have been here, would have had it.
Er würde, etc.		

2. Indirect questions, introduced by *ob* and the interrogatives, are treated like indirect statements.

Er fragt, ob es wahr ist. Er fragte, ob es wahr sei. Er fragt mich, wie groß der Tisch ist. Er fragte mich, wie groß der Tisch sei.

106. As to the use of the *a*- and *b*-forms in indirect discourse, it should be said that the best usage prefers the former whenever they are available, i.e. whenever they are different from the corresponding forms of the indicative. Compare the following forms:

<i>Pres. Ind.</i>	<i>Subj. Ia</i>
habe	habe
hast	habeſt
hat	habe
haben	haben
habet	habet
haben	haben

Only the second and third person singular differ from the indicative (the extra vowel of *habet* is not a 'difference'); for the remaining forms *2b* should be substituted, which is identical in meaning.

107. A special type of indirect discourse is the clause of purpose which normally requires the sub-

junctive with *damit* or *daß*, although the indicative can be found.

Er öffnete das Fenster, damit die frische Luft hereinkäme.	He opened the window so that the fresh air might come in.
Ich wollte gehen, daß du ver- stehen möchtest, es sei mein Ernst.	I wished to go, so that you might see that I was in earnest.

The clause of result with *daß* takes only the indicative.

Er öffnete das Fenster, so daß die frische Luft hereinkam.	He opened the window, so that the fresh air came in.
---	---

a. Another special use of indirect discourse is that with *als ob* or *als wenn*; if *wenn* or *ob* is omitted, we have inversion, cf. 101, a.

Er tat, als ob er mich nicht sehe (sähe).	He acted as if he did not see me.
Er sprach, als ob er nichts ge- hört habe (hätte).	He spoke as if he had heard nothing.
Es schien, als ob er nicht gehen werde (würde).	It seemed as if he would not go.
Es schien, als werde (würde) er nicht gehen.	

**108. Other Uses.** The subjunctive has a few other uses, not comprised in the above paragraphs. These are:

1. Hortatory or imperative subjunctive. This idea is expressed by *ia*, which supplies the missing form

of the true imperative, i.e. those of the first and third persons.

Er gehe (poetic).	-Let him go.
Gehen wir (common).	Let us go.
Gehen sie (poetic and rare).	Let them go.

2. Hopeful (present) wish, really a hortatory; frequent in congratulation, but seldom without a form of *mögen*, except in a few fixed expressions.

Lang lebe der König!	Long live the king!
Er lebe hoch!	Three cheers for him!
Möge Ihnen das neue Jahr viel Glück bringen!	May the new year bring you much happiness!

3. Concession, also a hortatory in origin.

Sei dem, wie ihm wolle.	Be that (let that be) as it may.
So viel du auch redest, ich glaub's nicht.	Say as much as you will (whatever you may say), I don't believe it.

109. The **Infinitive** is used very much as in English, but is always in final position and regularly takes *zu*.

110. **Zu**. 1. *Zu* precedes immediately, and is inserted in the separable compounds. *Es ist Zeit aufzustehen*.

2. *Zu* is repeated with each infinitive.

Ich bitte Sie, in mein Zimmer zu gehen und mein Buch zu holen.	I beg you to go into my room and get my book.
--	--

3. The clause is introduced by *um* when *to* means *in order to*.

Sie kamen, um Deutsch mit uns zu lesen.      They came to read German with us.

4. *Zu* is always omitted after the modals, and after some other verbs: finden, fühlen, heißen, helfen, hören, lassen, lehren, sehen.

Wer hat ihn kommen sehen?

NOTE. *Lernen* admits of two constructions.

Ich habe gelernt zu schweigen; ich habe schweigen lernen (or gelernt).

5. *Zu* is omitted in certain idioms with bleiben, fahren, gehen, reiten: wir wollen spazieren fahren, ist er jagen gegangen? Bleib sitzen!

**111. Passive Infinitive.** The infinitive has passive force and may be accompanied by an expression denoting the agent:

1. With *lassen* in the sense of *have*.

Er ließ sich einen Anzug (von seinem Schneider) machen.      He had a suit made (by his tailor).  
(Cf. Ich bat, mein Gepäck heraufzubringen.)      (I asked to have my baggage brought up).

2. With *hören* in certain phrases.

Ich habe das oft (von meiner Mutter) sagen hören.      I have often heard that said (by my mother).

3. After *sein*, *bleiben*, and some others; these can take no agent.

Was ist zu tun?

What is to be done?

Es bleibt noch viel zu schreiben. There is still much to write.

**112. Verbal Noun.** The infinitive is the commonest verbal noun in German, corresponding to English words in *-ing*. It is used:

1. In general substantive expressions.

Ich liebe das Vorlesen zu I like reading aloud at  
Hause. home.

2. In an object relation to a few verbs.

Hören Sie auf zu schreien.

Stop shouting.

Er fing an zu laufen.

He began running.

3. Where English uses *of* or other prepositions in complementing nouns, verbs, or adjectives; and always with *ohne* and *anstatt*.

Ich habe keine Hoffnung, gehen I have no hope of being  
zu dürfen. allowed to go.

Wir beschlossen hier zu bleiben. We decided on remaining  
here.

Ohne uns anzusehen.

Without looking at us.

**NOTE.** A *daß*-clause must be substituted whenever the subject of the infinitive differs from that of the main verb.

Ich protestierte (dagegen), daß er I protested against his going.  
ging.

Er kam herein, ohne daß wir es wußten. He came in without our knowing  
it.

**113.** In some cases, English verbal nouns can be rendered by nouns in *-ung*, e.g. there is no appreciable

difference between *die Gewinnung des Goldes* and *das Gewinnen des Goldes*; but many of these nouns have lost their verbal significance, e.g. *die Verfassung*, *constitution* (of a state). In other cases a simple noun may suffice: cf. *der Kampf* and *das Kämpfen* with *fight* and *fighting*.

## THE PARTICIPLES

**114. General Principles.** 1. Both participles have the inflection of common adjectives.

*Ein wohlsehender Mann; der verwundete Offizier.*

2. They may be used attributively without losing their verbal functions. Cf. 87, *d*, note.

<i>Ein immer höher in die Wol-</i>	An air-ship rising higher
<i>ken steigendes Luftschiff.</i>	and higher into the cloud.
<i>Dein Dich liebender Sohn.</i>	Your loving son.

3. They may be used substantively, like other adjectives.

<i>Der Gesandte.</i>	The ambassador.
<i>Ein Sterbender.</i>	A dying man.
<i>Die Gefangenen.</i>	The captives.

4. They may qualify the subject without attributive use.

<i>Er saß in sich versunken am</i>	He sat at the window in
<i>Fenster.</i>	deep thought.

**115. The Past Participle** is used with *kommen* to designate the type of motion. *Er kam gelaufen.*

**116. The Present Participle** is very common in English; German avoids it except in stage directions. In particular, it is not used:

1. In adverbial phrases of cause, manner, time.

Da ich den Mann nicht gesehen    Not having seen . . .  
habe.

Indem er diese Worte sprach.    Saying these words.

Nachdem er den Brief gelesen    Having read the letter.  
hatte.

2. To express ideas of equal importance with those of the main verb.

Ich saß am Fenster und schaute    I sat at the window look-  
hinaus.                                    ing out.

3. To translate English verbal nouns. We use the infinitive, see 112.

## WORD-ORDER

**117. General Principles.** 1. Any element of a German sentence may be thrown into relief by being placed in initial position.

Wir sind doch gestern zusammen gegangen.

Gestern sind wir doch zusammen gegangen.

Zusammen sind wir doch gestern gegangen.

Gegangen sind wir doch gestern zusammen.

2. More weighty or important elements (e.g. participles, the negative, adverbs of direction) gravitate



towards the end of the sentence, lighter ones (e.g. pronouns) move toward the beginning.

Er mußte, daß sich der Mann He knew that the man  
seiner nach so vielen Jahren would not remember him  
nicht erinnern würde. after so many years.

3. It is bad style, in German as in English, to separate elements of the sentence which belong together logically or grammatically.

4. It is now considered good style to complete each clause before commencing the next.

Ich mußte, daß wir keine Zeit haben würden, in die Stadt zu gehen, is better order than: ich mußte, daß wir in die Stadt zu gehen keine Zeit haben würden.

**118. Position of the Verb.** The inflected verb may take three positions.

1. *Normal Order.* The verb follows the subject in independent sentences introduced by the subject, which may have many modifiers.

Der Mann sah mich nicht; der Mann, den ich sofort erkannte, sah mich nicht; wer hat ihn gesehen?

a. The pure connectives (74, a) do not affect the normal order.

2. *Inverted Order.* The verb precedes the subject.

a. In independent sentences not introduced by the subject (cf. 74, a).

Gestern kam er.

Yesterday he came.

Daß er kam, wußte ich.

I knew that he came.

Es regnet, also wird er nicht kommen.      It is raining, so he will not come.

Wen hat er gesehen?      Whom has he seen?

*b. In interrogative sentences.*

Hat er uns gesehen?      Did he see us?

*c. In imperative sentences.*

Bringen Sie mir das Buch!      Bring me the book!

*d. In optative sentences, see 104.*

Wäre er nur gekommen!      If he had only come!

*e. In conditional inversion, see 101, a.*

Hätte ich das gewußt, so wäre ich nicht gekommen.      Had I known that, I should not have come.

*f. Rarely for emphasis, followed usually by doch.*

Ich muß ihn sprechen; ist er doch mein Freund.      I must see him, he is after all my friend.

*g. In naming the speaker of a direct quotation.*

„Geh,“ sagte ich.      “Go,” said I (*or* I said).

*3. Dependent Order.* The verb has final position in all dependent sentences, i.e. those introduced by a subordinating conjunction (75), a relative, or an interrogative.

Ich weiß, daß er mein Freund ist.      I know he is my friend.

Wer hat das Buch, das auf meinem Pult lag?      Who has the book that lay on my desk?

Ich weiß nicht, wer das Buch hat.      I don't know who has the book.

a. Infinitives always, participles generally, have final position.

Er weigerte sich, ein Geschenk von mir anzunehmen. He refused to accept a gift from me.

Von seinen Rittern begleitet (or begleitet von seinen Rittern). Accompanied by his knights.

b. Exclamatory phrases may have inverted or dependent order.

Was für schöne Sachen er hat (hat er)!

**119. Position of Objects.** If both objects are nouns, the indirect precedes; if one is a pronoun, the latter precedes; if both are pronouns, the direct generally precedes, and hence *es* usually precedes all other pronoun objects.

Er verkaufte dem Müller den Esel. He sold the miller the donkey.

Er verkaufte ihn dem Müller. He sold it to the miller.

Er verkaufte ihn mir (*es* mir). He sold it to me.

NOTE. *Sich* may follow the verb in inverted order, the conjunction in transposed order.

Hier setzte sich das Kind. Here the child sat down.

Er sah, daß sich der Mann unser nicht erinnerte. He saw that the man did not remember us.

**120. Position of Adverbs.** In accordance with 117, 2, adverbs of time generally precede those of manner and place; adverbs of direction generally follow those of manner.

Wir gingen um zehn Uhr sehr fröhlich nach Hause. We went home very merrily at ten o'clock.

1. An adverb may not precede the verb in normal order, as is the preferred usage in English.

Er hat auch erfahren . . .

He also learned . . .

Ich gehe immer . . .

I always go . . .

2. An adverb may not precede a subordinating conjunction.

Da er nun sah . . .

Now as he saw . . .

3. Two separate adverbs should not precede the verb in inverted order.

Heutzutage denkt man natür-  
lich . . .

Nowadays of course men  
think . . .

**121. Position of the Negative.** The negative is the most important adverb, and hence follows all but the verb. But it precedes the word it specially modifies, and usually precedes a prepositional phrase which complements a verb of motion.

Ich habe deine Handschuhe nicht. I haven't your gloves.

Ich habe nicht deine Handschuhe, sondern meine. I haven't your gloves, but mine.

Nicht er hat uns eingeladen, sondern seine Frau. It wasn't he that invited us, but his wife.

Ich bin nicht nach Boston gereist. I did not go to Boston.

**122. Position of Noun Modifiers.** There is no limit to the number of modifiers which may be introduced between article or pronoun and a noun, and such modifiers may in their turn be modified. This gives to German

scientific, historical, and journalistic prose a terseness and condensation, unequalled in any other modern language. Long modifiers usually include a participle, cf. 114, 2, but adjectives are not uncommon.

Die bebauung eines wenn auch  
noch nicht fest begrenzten, so  
doch begrenzten Landes.

The cultivation of a, even  
if not yet definitely  
bounded, nevertheless  
bounded land.

Die allen späteren Töchterböl-  
tern gemeinsamen Wörter.

The to-all-the-later-daugh-  
ter-nations-common  
words.

## EXERCISES IN SYNTAX

**NOTE.** To secure the best results from these exercises, it is suggested that an initial lesson be devoted to the rules for punctuation, orthography, and word-order, and that in general the portions of the syntax which a given exercise is designed to illustrate should first be assigned for study. After these have been mastered and recited on, using perhaps the text of the passage for drill, the whole exercise may be written; the notes will then serve as guides to the student, but need not be required for recitation. In this way the entire syntax can be covered in a semester; or it can be taken up once a week and so used throughout the year.

As is usual in composition exercises, parentheses indicate something required for correct German, brackets the reverse; hyphenated words indicate German compounds.

### I

#### The Articles, §§ 6-8

As a young child Goethe had an Italian<sup>1</sup> lesson from his father several<sup>2</sup> times<sup>3</sup> a week, and<sup>4</sup> he also<sup>5</sup> learned from the latter to<sup>6</sup> take<sup>7</sup> an interest in<sup>8</sup> beautiful Italy and Italian art. But not until he was a world-famous poet and a minister-of-state did the delighted Goethe finally set out for the longed-for Italy, for traveling<sup>9</sup> was not easy in-that-day.<sup>10</sup> He did not go through Switzerland, but via the Brenner

Pass, and<sup>11</sup> arrived in the early days of<sup>12</sup> September; Italy is especially charming in winter, and Goethe took a keen delight in the beautiful environs of<sup>13</sup> Naples, where he spent March and April of the year 1787. What a glorious time it was<sup>14</sup> for him! A thousand new impressions crowded in on his senses,<sup>15</sup> to which his journal gives eloquent expression.

<sup>1</sup> 2, a.	<sup>4</sup> 5, b.	<sup>7</sup> 5, a.	<sup>10</sup> bama18.	<sup>13</sup> 66, 5.
<sup>2</sup> 50.	<sup>6</sup> 120, 1.	<sup>8</sup> an.	<sup>11</sup> 5, c.	<sup>14</sup> 118, 3, b.
<sup>3</sup> 59, a.	<sup>5</sup> 109.	<sup>9</sup> 112, 1.	<sup>12</sup> 66, 2, c.	<sup>15</sup> 117, 1.

## II

### The Adjective, §§ 9-12

A wise old lion, wearied<sup>1</sup> by<sup>2</sup> hunting,<sup>3</sup> lay down one<sup>4</sup> fine day under a<sup>5</sup> large tree and assumed the pose of one sleeping. Presently,<sup>6</sup> along came some<sup>7</sup> merry little mice; as the sly [one]<sup>8</sup> did not move, they played about him, and one<sup>9</sup> ran boldly over his head. A moment<sup>10</sup> later, caught by his mighty paw, the mouse tremblingly awaited what-was-to-come (i.e. the coming). "Here's something tasty for my dinner," growled the hungry [lion]. But the captured [mouse] begged for<sup>11</sup> its life with passionate, eager entreaty: "You<sup>12</sup> do not know," it said,<sup>13</sup> "what good I can do you some day." "Much good you could do me, you poor creature; you little mice are only good for eating." Nevertheless,<sup>6</sup> the mouse had not

appealed in vain to what-was-good (the good) in the lion, and he finally<sup>14</sup> let the little [mouse] run. Later he had to think of<sup>15</sup> its promise when its tiny little teeth were gnawing the stout cords of the hidden trap in which<sup>16</sup> he lay captive and so were saving his<sup>17</sup> life.

<sup>1</sup> 118, 3, *a*.<sup>5</sup> 5, *d*.<sup>11</sup> *um*.<sup>16</sup> 19, *a*.<sup>2</sup> 87, *a*, note.<sup>7</sup> 50.<sup>12</sup> 20, *a*.<sup>17</sup> 67, 4.<sup>3</sup> 112, 1.<sup>8</sup> 48.<sup>13</sup> 118, 2, *g*.<sup>4</sup> 64.<sup>9</sup> 46, *b*.<sup>14</sup> 120, 1.<sup>6</sup> 68, 5.<sup>10</sup> 68, 3, *b*.<sup>15</sup> *an*.

### III

#### Comparison of Adjectives, §§ 13-16

Martin, one of the younger servants on<sup>1</sup> a good-sized<sup>2</sup> estate, loved apples, and the redder the apples the more decided was his pleasure. One night<sup>3</sup> he took his father's largest sack and stole into the orchard. It was a bright night, for the moon was behind the thinnest<sup>4</sup> clouds, and Martin saw the tempting fruit, which was more choice than large, with the greatest distinctness. Avoiding<sup>5</sup> the less loaded trees, he sought out the best one<sup>6</sup> he<sup>7</sup> could find, where the apples hung thickest. He picked them as fast-as-he-could,<sup>8</sup> and<sup>9</sup> soon<sup>10</sup> had a sack full of the most delicious apples. Now<sup>11</sup> as he went past the white garden-wall, the moonlight cast his black shadow on it.<sup>12</sup> To<sup>13</sup> Martin's<sup>14</sup> startled eyes the sack looked like a hump, and the shadow was the biggest



and most terrifying spectre he had ever seen. He dropped his precious sack in the greatest hurry, uttering the most piercing yells, and was soon snoring his loudest under the bed-cover[s] at home.

<sup>1</sup> auf.<sup>5</sup> 116, 1.<sup>9</sup> 5, c.<sup>13</sup> 67, 3, b.<sup>2</sup> 14.<sup>6</sup> 48.<sup>10</sup> 120, 1.<sup>14</sup> 56.<sup>3</sup> in einer Nacht.<sup>7</sup> 31.<sup>11</sup> nun, 120, 2.<sup>4</sup> 15, 1.<sup>8</sup> 15, 2.<sup>12</sup> 19.

#### IV

#### Personal Pronouns, §§ 17-29

A lark's nest was<sup>1</sup> in a field of ripe wheat. "Children," she would<sup>2</sup> say each morning,<sup>3</sup> before she flew away to<sup>4</sup> seek food for<sup>5</sup> herself and them, "I am afraid of the reapers: listen to all<sup>6</sup> they say, mark it well, and tell it to me when I come back." The first day the farmer came along, and putting<sup>7</sup> his<sup>8</sup> hands in his pockets, said to his son,<sup>9</sup> "I am proud that this wheat is ours; it looks well,<sup>10</sup> doesn't<sup>11</sup> it? Go and ask our neighbors to help us reap it, for it is ripe." When the old lark heard this, she said, "Don't be frightened; they won't come to-morrow." She was right, and even his uncles and cousins, although he asked them to hurry, stayed away. Then the farmer said, "Listen,<sup>12</sup> George. A dozen relatives in<sup>13</sup> their own fields are not worth us two<sup>14</sup> in ours. Sharpen your scythe, for its blade is dull: we will mow the wheat ourselves with<sup>15</sup> it." Then the lark

and her brood looked at each other and flew away:  
 "for if the farmer is going to<sup>16</sup> reap the wheat himself,  
 it will be done."

<sup>1</sup> Use *sehen*.

<sup>5</sup> 67, 3, *a*.

<sup>9</sup> 4.

<sup>13</sup> *auf*.

<sup>2</sup> 83, *b*.

<sup>6</sup> 30, *b*.

<sup>10</sup> *gut*.

<sup>14</sup> 40, 2.

<sup>3</sup> 68, 3, *b*.

<sup>7</sup> 116, 2.

<sup>11</sup> 77.

<sup>15</sup> 117, 1.

<sup>4</sup> 110, 3.

<sup>8</sup> 26.

<sup>12</sup> Use *hören*.

<sup>16</sup> 98, 2, *a*.

## V

### Relative and Demonstrative Pronouns, §§ 30-36

You<sup>1</sup> who<sup>2</sup> are reading this will probably never be one of the greatest composers. He-who would<sup>3</sup> become one of them, (he) must in most cases, like Ludwig van Beethoven, begin the study of music in his earliest childhood and persevere in it.<sup>4</sup> What gave the latter a further advantage was the musical training of his father, whereby<sup>5</sup> he (this one) could give his son his<sup>6</sup> first music lessons, teaching<sup>7</sup> him<sup>8</sup> what he himself knew. The one who helped the lad<sup>9</sup> to his first position, that<sup>10</sup> of [an] organist in the Elector's chapel, was Count Waldstein; and he was the one who induced that Elector to send Beethoven to Vienna to the already famous Haydn. In-this-way<sup>11</sup> Beethoven came for the first time<sup>12</sup> before a fairly large<sup>13</sup> music-loving public, and though Haydn, since the latter's nature was the exact opposite of his own, could teach him little,<sup>14</sup> Vienna was the city in which he was to<sup>15</sup> spend the greater part of his life, and

compose those works which have made him one of the greatest composers of all time[s].

<sup>1</sup> du.	<sup>5</sup> 19, a.	<sup>9</sup> 67, 1, b.	<sup>13</sup> 14.
<sup>2</sup> 32.	<sup>6</sup> 36, b.	<sup>10</sup> 55.	<sup>14</sup> 44, a.
<sup>3</sup> 98, 1.	<sup>7</sup> 116, 2.	<sup>11</sup> daburč, cf. 19.	<sup>15</sup> 97, 2.
<sup>4</sup> 19.	<sup>8</sup> 68, 2.	<sup>12</sup> zum ersten Male.	

## VI

### Indefinite Pronouns, §§ 38-51

One often<sup>1</sup> reads that some of the German folk-tales are more beautiful than those of any other peoples. One of many such tales is the following: There<sup>2</sup> was once an old wood-cutter who lived in the woods many years ago with his wife and his two children. To be sure,<sup>3</sup> both he and his wife worked hard all day<sup>4</sup> [long], but there were<sup>5</sup> few, nevertheless, who had so little to eat, and many an evening<sup>6</sup> both the children went to bed hungry. As long as<sup>7</sup> there was still a little bread in the cottage, each one tried to cheer up the others, but the time came when<sup>8</sup> they hadn't any more bread at-all,<sup>9</sup> and felt as if<sup>10</sup> they must starve any day. A few days more they stood-it, but then all felt such intense hunger that . . . but is there any child who does not know how this story ends?

<sup>1</sup> 117, 1.	<sup>4</sup> 68, 3, c.	<sup>7</sup> so lange (als).	<sup>10</sup> 107, a.
<sup>2</sup> 21, 6, b.	<sup>5</sup> 21, 6, a.	<sup>8</sup> da.	
<sup>3</sup> gar.	<sup>6</sup> 68, 3, b.	<sup>9</sup> gar.	

## VII

**The Noun. Nominative and Accusative, §§ 55-61, 68**

On the 28th of August,<sup>1</sup> 1749, a boy was<sup>2</sup> born at Frankfort-on-the-Main who was-to<sup>4</sup> become Germany's greatest poet. His name was Wolfgang, but his mother often called him "Mother's<sup>5</sup> pet." He read eagerly and much as a boy, among other things<sup>6</sup> such works as "The Beautiful<sup>7</sup> Melusine"; he and his sister Cornelia even went to<sup>8</sup> a case of forbidden books and got out a copy of the "Messiah," by Klopstock, which not many people read entire. Wolfgang revealed himself very early in life as a poet of genius, and his two first masterpieces, "The Sorrows of Young Werther,"<sup>9</sup> and the drama with Götz von Berlichingen as the leading-figure, were<sup>10</sup> completed before the young Goethe was twenty-five years old. The former work remains one of the great novels of German literature.<sup>11</sup> His path<sup>12</sup> in life once chosen, Goethe walked it to<sup>13</sup> the end, and "Faust" only appeared as a finished master-work in<sup>14</sup> 1832, the last<sup>15</sup> year of his life. He had worked at it for nearly sixty years.

<sup>1</sup> 54.<sup>5</sup> der „Götterhehens.“<sup>9</sup> Werthers, cf. 2.<sup>13</sup> bis an.<sup>2</sup> 86, 2.<sup>6</sup> unter anderem.<sup>10</sup> 86.<sup>14</sup> 54.<sup>3</sup> zu.<sup>7</sup> 2.<sup>11</sup> 6, 2.<sup>15</sup> 55.<sup>4</sup> 97, 2.<sup>8</sup> an.<sup>12</sup> 68, 4.

## VIII

## The Genitive, §§ 62-66

The problem of women's<sup>1</sup> suffrage is one of the burning political questions of our time. In some states of our country thousands of women are now certain of the vote, but in the Kingdom of Prussia, which is in this respect typical of<sup>2</sup> most of the European countries, all of the voters are men. And men of experience sometimes advocate even a restriction of the suffrage, since our loafers of citizens often make no use of their privilege: of a hundred legal voters perhaps forty will not even go to<sup>3</sup> the polls. The election of a president, however,<sup>4</sup> is an affair of great moment, which calls out great crowds of citizens; the election of the year 1916 will be<sup>5</sup> held on the seventh of November. Most of the men vote in the morning, but many of them have to vote in the evening, so that the result of the election is hardly ever known before the hour-of-midnight. Millions of people are speaking of the possibilities of the next election.

<sup>1</sup> 66, 1.<sup>2</sup> für.<sup>3</sup> an.<sup>4</sup> 5, d.<sup>5</sup> 86, 2.

## IX

## The Dative, § 67

A crow approached a cottage one day and took from the window a fine piece of cheese,<sup>1</sup> promising<sup>2</sup>

herself a good meal. A fox had followed the crow and tried to take it from her, but she got-ahead-of him and escaped his jaws. The branch of a neighboring tree seemed to her a good perch,<sup>3</sup> and she thought, "This is very pleasant (to me); here I shall sit and devote myself to the pleasure of feasting." But the fox ran-after her and began to flatter her in<sup>4</sup> the most extravagant manner. The crow could not help listening to him, yet she answered (him) nothing. But when the crafty fox praised her beautiful voice, it pleased her so that she involuntarily began to sing. As-a-result<sup>5</sup> of course<sup>6</sup> the cheese fell-out-of her mouth, and the fox, whose ruse had been too clever for the stupid bird, picked it up and thanked his benefactress for the dainty tidbit.

<sup>1</sup> 66, 2, b.    <sup>2</sup> 116. 1.    <sup>3</sup> 61.    <sup>4</sup> auf.    <sup>5</sup> daburch.    <sup>6</sup> 120, 3.

## X

### Auxiliaries and Tenses, §§ 76-85

"Have<sup>1</sup> you been studying German long (already)?" — "Not very long; have you?"<sup>2</sup> — "I began<sup>3</sup> German in the secondary school, and am teaching it now. Do you like German literature?"<sup>4</sup> — "I don't know many authors yet, but I love Schiller, don't you?" — "Yes, I shall read all his dramas again this winter. What have you read?" — "Oh, only *Tell*; but after we had read three acts and were

just beginning the fourth, our teacher would have us read the parts every Friday afternoon, and we always used to have such fun!" — "Yes, we did too.<sup>5</sup> And one day, just<sup>6</sup> as we were beginning, our principal sent for Miss Schmidt. We were all disappointed, and one of the boys proposed that we should read by<sup>7</sup> ourselves. So we did, and the boys got up out-of<sup>8</sup> their seats and began to act their parts. Suddenly Miss Schmidt came<sup>9</sup> in and just looked<sup>9</sup> at us. We were<sup>9</sup> all pretty scared, but Henry Lauer had<sup>9</sup> his back (turned) to her and didn't<sup>9</sup> see her. When he was<sup>9</sup> through, Miss Schmidt said<sup>9</sup> quietly, "That is enough, Henry. Why,<sup>10</sup> you would make a good actor." — "Oh, that was good, wasn't it?" — "Yes, but I shall have to go now. I will lend you Schiller's *Jungfrau*, if you wish." — "Oh, thank you, I should like very much to borrow it some time."

<sup>1</sup> 82.<sup>2</sup> und Sie?<sup>3</sup> 85.<sup>4</sup> 6, 2.<sup>5</sup> wir auch.<sup>6</sup> 120, 2.<sup>7</sup> für.<sup>8</sup> von.<sup>9</sup> 81, a.<sup>10</sup> ... ja ...

## XI

### Es and Impersonal Verbs, §§ 21, 90

In India there are plantations where elephants do the heavy labor. There was on<sup>1</sup> such a plantation a driver named Deesa with his elephant Moti Guj. Deesa had long been itching<sup>2</sup> to get drunk to his heart's content,<sup>3</sup> and he was permitted by the planter

to go, on condition that Moti Guj should stay and work. So Deesa told the elephant so, promising<sup>4</sup> that he would be back in ten days. But it happened that he met a wedding-party from his village; there was endless dancing and carousing, and he soon forgot everything. But when it dawned on the eleventh morning, Moti Guj refused to work, and the planter did not dare to punish him, for there was no bigger or stronger elephant there. Toward<sup>5</sup> evening, after many trying experiences, there was a knock at the planter's door. "Who is there?" — "It is I, Deesa." — "Is it you indeed? Then go and get your beast before he hurts someone." There came a joyful greeting from the elephant, and work proceeded again at once. The planter was so surprised<sup>2</sup> that he forgot to be very angry.

<sup>1</sup> auf.    <sup>2</sup> 90, 2.    <sup>3</sup> nach Herzenslust.    <sup>4</sup> 116, 2.    <sup>5</sup> gegen.

## XII

### The Passive, §§ 86-89

The following story is told to illustrate the use of the passive. A village blacksmith was requested by a farmer from<sup>1</sup> the neighborhood to shoe his horse. When the farmer came to the smithy and was told that his horse was not yet shod, he was greatly incensed; a quarrel arose,<sup>2</sup> and as a result the farmer was struck dead by the powerful smith. The authorities



were notified by a messenger, and the blacksmith was brought before the<sup>3</sup> judge, by whom he was condemned to be hanged.<sup>4</sup> Now the villagers were perplexed, for they said, "How shall our horses be<sup>5</sup> shod and our wagons repaired if the smith is hanged?" So they went to the judge and begged that the smith be<sup>6</sup> acquitted. But the judge said, "If the farmer had<sup>7</sup> not been killed, something could be done; now sentence must be pronounced." Then the farmers scratched their<sup>8</sup> heads, until one of them had an idea and cried, "Our two weavers can not be kept busy, for there is only work enough for one: let<sup>9</sup> one of them be hanged, and the smith be freed."

<sup>1</sup> 66, 4, b.<sup>2</sup> 68, 5.<sup>3</sup> 80, 1.<sup>7</sup> 101.<sup>9</sup> 79, 1.<sup>2</sup> 21, 3.<sup>4</sup> 117, 4.<sup>5</sup> 105.<sup>6</sup> 23; 59.

### XIII

#### Modal Auxiliaries, §§ 91-98

An old frog came home one<sup>1</sup> day and was about to look for her children, as she could discover them nowhere, when they came out of a hole and had to confess that the youngest had<sup>2</sup> been stepped on by an ox. "Oh, mother," said the young ones, "you ought to have seen it, we simply couldn't tell you how big the animal was." The old frog did not care to hear this and would not believe that the ox was so big. "What, you claim<sup>3</sup> he was so enormous?"

said she. "Now you are exaggerating, and you mustn't (that). It might be that he was bigger than you." — "You may say what you will," they cried; "but we must tell what we saw."<sup>4</sup> Then the mother would fain<sup>5</sup> have rivaled the ox and tried to puff herself up. "Was he bigger than this?" she asked. "You may swell up till you burst," they replied, "but you will never be able to reach its size." But the foolish old creature would not give in; she continued to swell, and at last she burst indeed.

<sup>1</sup> 64.<sup>2</sup> 105.<sup>3</sup> 97, 2, b.<sup>4</sup> 85.<sup>5</sup> 98, 1.

## XIV

## The Subjunctive, §§ 101-107

Two young men would have liked to have a bear-skin. They thought they would go to<sup>1</sup> the Black Forest, for they told themselves there<sup>2</sup> must be many bears there. In the inn they acted as if they had had much experience, and boasted that they had killed many a bear, and would soon have a fine pelt, so that they could pay the inn-keeper. One<sup>3</sup> day they came home very dejected, and all asked if<sup>4</sup> they had had bad luck. Finally they admitted that they had really seen<sup>5</sup> a bear, but had not shot it; one of them had<sup>6</sup> fired, but his shot had gone wide, and the other had not even had time to fire his gun. They were much ashamed, and when they were alone, one

of them said, "Oh, if my bullet had only hit him! If we had just learned to shoot first, we might have had better<sup>7</sup> success." "Yes," said the other, "and next time it might be better for us if we didn't<sup>6</sup> sell the bear-skin until we had<sup>6</sup> the bear."

<sup>1</sup> nach.    <sup>2</sup> 21, 6, a.    <sup>3</sup> 64.    <sup>4</sup> ob.    <sup>5</sup> 80, 1.    <sup>6</sup> 105.    <sup>7</sup> größer.

## XV

### Infinitive and Participle, §§ 109-116

There are<sup>1</sup> some famous musicians who hardly needed to learn piano-playing, who were already playing in the cradle, so to speak. This was the case with<sup>2</sup> Mozart, who began playing at<sup>3</sup> an astonishingly early age. Mozart's father being a man of<sup>4</sup> considerable musical ability himself, he had the boy practice and learn early and in<sup>5</sup> the best manner possible, and later he resolved on his taking a concert-tour, the incredibly rapidly learning [boy] being then only six years old. He had the opportunity of playing in Vienna before old Emperor Franz I and thus winning his Majesty's favor. Mozart seemed to enjoy traveling, and there were many more journeys to be taken in his short but well-ordered life. We may<sup>6</sup> say without exaggeration that no greater musical genius ever lived<sup>7</sup>; but he came into<sup>8</sup> the world too early to influence modern music.<sup>9</sup> He died before the end of the 18th century, being<sup>10</sup> forced to waste his extraor-

dinary powers on<sup>11</sup> a type of piano already dying<sup>12</sup> out at that time,<sup>13</sup> as well as<sup>14</sup> on those opera librettos, unworthy<sup>15</sup> of his genius, which could not possibly hold the stage.

<sup>1</sup> 21, 6, *a*.

<sup>5</sup> auf.

<sup>9</sup> 6, 2.

<sup>13</sup> 118, 3, *a*.

<sup>2</sup> bei.

<sup>6</sup> 96, 2, *b*.

<sup>10</sup> 116, 2.

<sup>14</sup> *forte*.

<sup>3</sup> in.

<sup>7</sup> 85.

<sup>11</sup> an.

<sup>15</sup> 122: 114

<sup>4</sup> 66, 5, *a*.

<sup>8</sup> auf.

<sup>12</sup> 114, 2.



# VOCABULARY

**NOTE.** No considerable apparatus of abbreviations is necessary for this little vocabulary. Noun plurals are indicated in parentheses, strong verbs are indicated by an asterisk, and separable verbs by printing the accented prefix in black-faced type. Numbers in parentheses refer to the exercises in which a word is used in some special sense.

## A

ability, die Begabung (en).  
 acquit, freisprechen.\*  
 act, der Aufzug (-e), der Akt (e).  
 act, (11) agie'ren, (14) tun.\*  
 actor, der Schauspieler (-).  
 admit, zugeben,\* bekennen.  
 advantage, der Vorteil (e).  
 advocate, befürworten.  
 affair, die Sache (n).  
 afraid, be, sich fürchten (of, vor).  
 afternoon, der Nachmittag (e).  
 age, das Alter (-).  
 ago, a week, vor einer Woche.  
 alone, allein.  
 angry, böse, zornig; very —, wütend.  
 answer, antworten (see 67, 1, b).  
 appeal, sich wenden (to, an).  
 appear, erscheinen.\*  
 apple, der Apfel (-).  
 approach, sich nähern.  
 arise, entstehen.\*  
 arrive, ankommen.\*  
 art, die Kunst (-e).  
 ashamed, be, sich schämen.  
 ask, (4) bitten,\* (14) fragen.  
 assume, annehmen.\*  
 astonished, be, staunen.  
 astonishing, erstaunlich.

author, der Autor (en).  
 authorities, die Behörde (n).  
 avoid, meiden,\* vermeiden.\*  
 await, erwarten.

## B

back, zurück.  
 back, der Rücken (-).  
 bear, der Bär (en).  
 bear-skin, die Bärenhaut (-e).  
 beast, das Tier (e).  
 become, werden.\*  
 bed, das Bett (en).  
 bed-cover, die Bettdecke (n).  
 beg, bitten.\*  
 begin, beginnen,\* anfangen.\*  
 believe, glauben.  
 benefactress, die Wohltäterin (nen).  
 bird, der Vogel (-).  
 Black Forest, der Schwarzwald.  
 blacksmith, der Schmied (e), Fußschmied (e).  
 blade, die Klinge (n).  
 boast, sich rühmen.  
 bold, kühn.  
 book, das Buch (-er).  
 born, geboren.  
 borrow, borgen.  
 boy, der Knabe (n), Junge (n).

branch, der Ast (-e), der Zweig (e).  
 bread, das Brot.  
 Brenner Pass, der Brenner.  
 bright, hell.  
 brood, die Brut (en).  
 bullet, die Kugel (n).  
 burn, brennen.  
 burst, bersten.\*  
 busy, beschäftigt; keep busy, v. tr.,  
 beschäftigen.

## C

call, nennen; call out, herauslocken.  
 captive, captured, *p. p. of* catch.  
 carouse, zechen.  
 case, (5, 15) der Fall (-e); (7) der  
 Schrank (-e).  
 cast, werfen.\*  
 catch, fangen.\*  
 certain, gewiß.  
 chapel, die Kapelle (n).  
 charming, reizend, entzückend.  
 cheer up, aufheitern.  
 cheese, der Käse (-).  
 child, das Kind (er).  
 childhood, die Jugend, Kindheit.  
 choice, *adj.* auserlesen.  
 choose, wählen.  
 citizen, der Bürger (-).  
 city, die Stadt (-e).  
 clever, schlau.  
 cloud, die Wolke (n).  
 come, kommen\*; — back, zurück-  
 kommen\*; — along, daher-  
 kommen.\*  
 complete, vollenden.  
 compose, komponieren.  
 composer, der Komponist (en).  
 concert, das Konze'rt (e); — tour,  
 die Konzertreise.  
 condemn, verurteilen.  
 condition, die Bedingung (en); on  
 —, unter der Bedingung.  
 confess, gestehen.\*

considerable, bedeutend.  
 continue, fortfahren.\*  
 copy, das Exemplar (e).  
 cord, der Strick (e).  
 cottage, das Häuschen (-).  
 count, der Graf (en).  
 country, das Land (-er).  
 course, of, natürlich.  
 cousin, der Vetter (n).  
 cradle, die Wiege (n).  
 crafty, hinterlistig.  
 creature, das Geschöpf (e).  
 crow, die Krähe (n).  
 crowd, die Schar (en), die Menge  
 (n).  
 crowd in on, sich . . . aufdrängen.  
 cry, rufen.\*

## D

dainty, fein.  
 dance, tanzen.  
 dare, wagen.  
 dawn, tagen.  
 death, der Tod (e).  
 decided, entschieden.  
 dejected, niedergeschlagen.  
 delicious, köstlich.  
 delight, take, Freude haben (in,  
 an).  
 delighted, entzückt, erfreut.  
 devote oneself, sich widmen.  
 die, sterben\*; — out, aussterben.\*  
 dinner, das Mittagessen (-).  
 disappoint, enttäuschen.  
 discover, entdecken.  
 distinctness, die Deutlichkeit.  
 do, machen, tun.\*  
 door, die Tür (en).  
 drama, das Drama (Dramen).  
 driver, der Treiber (-).  
 drop, fallen lassen.\*  
 drunk, betrunken; get —, sich be-  
 trinken.\*  
 dull, stumpf.

## E

eager, eifrig.  
 early, (5) früh, (7) frühzeitig,  
 (1) erst.  
 easy, leicht.  
 election, die Wahl (en).  
 elector, der Kurfürst (en).  
 elephant, der Elefant (en).  
 eloquent, beredt.  
 end, das Ende (n).  
 end, enden.  
 endless, endlos.  
 enjoy, lieben.  
 enormous, enorm.  
 enough, genug.  
 entire, ganz.  
 entreaty, das Flehen (-).  
 environs, die Umgebung (en).  
 escape, entkommen.\*  
 especially, besonders.  
 estate, das Landgut (-er).  
 European, europäisch.  
 even, sogar.  
 evening, der Abend (e).  
 ever, je.  
 exact, genau.  
 exaggerate, übertreiben.\*  
 experience, die Erfahrung (en).  
 expression, der Ausdruck (-e).  
 extraordinary, außerordentlich.  
 extravagant, übermäßig.  
 eye, das Auge (n).

## F

fairly large, *see* 14.  
 fall, fallen\*; — out, entfallen.\*  
 famous, berühmt.  
 farmer, der Bauer (n).  
 father, der Vater (-).  
 favor, die Gunst.  
 feast, schmausen.  
 feel, fühlen.  
 field, das Feld (er).

figure, leading, die Hauptfigur (en).  
 finally, endlich.  
 fine, schön.  
 finish, vollenden.  
 fire, (shoot) schießen\*; — a gun,  
 abfeuern.  
 first, erst.  
 flatter, schmeicheln.  
 fly, fliegen\*; — away, wegfliegen.\*  
 folk-tale, das Märchen (-); Volks-  
 märchen.  
 follow, folgen.  
 food, die Speise (n).  
 foolish, töricht.  
 forbid, verbieten.\*  
 force, zwingen.\*  
 forget, vergessen.\*  
 fox, der Fuchs (-e).  
 Frankfort, Frankfurt.  
 free, befreien.  
 frightened, be, sich fürchten.  
 frog, das Froschweib (er).  
 fruit, das Obst, die Frucht (-e).  
 fun, der Spaß (-e).  
 further, weiter.

## G

garden-wall, die Gartenmauer (n).  
 genius, das Genie' (s); of —, genia'l.  
 get, holen; — ahead, zuvorkom-  
 men\*; — out, herausholen; —  
 up, aufstehen.\*  
 give in, nachgeben.\*  
 glorious, herrlich.  
 gnaw, benagen.  
 good-sized, *see* 14.  
 greeting, der Gruß (-e).  
 growl, brummen.

## H

hand, die Hand (-e).  
 hang, v. tr. hängen; v. intr. hängen.\*  
 happen, geschehen.\*



hard, schwer (work).  
 hardly, kaum.  
 hear, hören.  
 heavy, schwer.  
 help, helfen\*; I cannot —, ich kann  
 nicht umhin; — to, verheissen\* zu.  
 hide, verstecken,\* verbergen.\*  
 hit, treffen.\*  
 hold, halten\*; (maintain itself)  
 sich halten\*; — (election), ab-  
 halten.\*  
 hole, die Höhle (n).  
 horse, das Pferd (e).  
 hump, der Buckel (-).  
 hunger, der Hunger; hungry,  
 hungrig.  
 hunt, jagen.  
 hurry, eilen; die Eile.  
 hurt, schaden, Schaden tun.\*

## I

idea, der Einfall (-e).  
 illustrate, erläutern.  
 impression, der Eindruck (-e).  
 incensed, greatly, wütend, aufge-  
 bracht.  
 incredible, unglaublich.  
 indeed, in der Tat.  
 India, Indien.  
 induce, bewegen.\*  
 influence, der Einfluß (-e).  
 inn, das Gasthaus (-er).  
 inn-keeper, der Wirt (e), Gastwirt.  
 intense, groß.  
 interest, das Interesse (n).  
 involuntary, unwillkürlich.  
 Italian, italienisch.  
 Italy, Ita'lien.  
 itch, jucken.

## J

jaws, das Maul (-er).  
 journal, das Tagebuch (-er).

journey, die Reise (n).  
 joyful, freudig.  
 judge, der Richter (-).  
 just, einfach, nur; gerade, eben.

## K

keen, groß.  
 kill, erschlagen\*; (14) erschießen.\*  
 kingdom, das Königreich (e).  
 knock, klopfen.  
 known, bekannt.

## L

labor, die Arbeit (en).  
 lark, die Lerche (n).  
 last, at, endlich.  
 later, später.  
 learn, lernen.  
 lend, leihen.\*  
 lesson, die Stunde (n).  
 lie down, sich legen.  
 life, das Leben (-).  
 like, lieben; I —, mir gefällt.\*  
 lion, der Löwe (n).  
 listen, zuhören; (4) horchen (to,  
 auf).  
 literature, die Literatur (en).  
 loaded, beladen.  
 loafer, der Faulpelz (e).  
 longed-for, ersehnt.  
 look, aussehen\*; — at, ansehen\*;  
 — for, sich umsehen\* nach.  
 loud, laut.  
 love, lieben.  
 luck, das Glück; bad —, das Pech.

## M

majesty, die Majestät (en).  
 make, zu . . . machen; (11) ab-  
 geben.\*  
 manner, die Weise (n).  
 mark, merken.

**masterpiece, master-work**, das Meisterstück (e), das Meisterwerk (e).

**meal**, die Mahlzeit (en).

**meet, begegnen**.

**merry, lustig**.

**messenger, der Bote** (n).

**Messiah, der Messias** (se).

**midnight**, die Mitternacht; **hour of —**, die Mitternachtstunde.

**mighty, mächtig**.

**minister-of-state**, der Mini'ster (—), Staatsminister.

**modern, mode'rn**.

**moment, der Augenblick** (e); (8) die Bedeutung (en).

**moon, der Mond** (e); **moonlight**, das Mondlicht.

**morning, der Morgen** (—).

**most men**, die meisten Menschen. (Männer).

**mouse, die Maus** (—e), das Mäuschen (—).

**mouth** (g), der Schnabel (—).

**move**, sich bewegen.

**mow, mähen**.

**music, die Musik** (en); —**lesson**, die Musikstunde (n); **musical**, musikalisch; **music-loving**, musikalisch; **musician**, der Musiker (—).

## N

**name, der Name** (n); **be named**, heißen\*; **named**, namens.

**Naples, Nea'pel**.

**nature, die Natur** (en).

**nearly, beinahe, fast**.

**need, brauchen**.

**neighbor, der Nachbar** (n); —**hood**, die Nachbarschaft (en); **neighbor-ing**, benachbart.

**nest, das Nest** (er).

**nevertheless, trotzdem**.

**next, nächst**.

**notify, benachrichtigen**.

**novel, der Roman** (e).

## O

**often, oft**.

**old, alt**.

**once, einmal; at —**, sofort.

**only, erst**.

**opera libretto, der Operntext** (e).

**opportunity, die Gelegenheit** (en).

**opposite, das Gegenteil** (e).

**orchard, der Obstgarten** (—).

**organist, der Orgelspieler** (—).

**own, eigen**.

**ox, der Ochs** (n).

## P

**part, der Teil** (e); (5) **the greater —**, die längste Zeit; (11) die Rolle (n).

**passionate, leidenschaftlich**.

**passive, das Passiv** (e, a, or en).

**past, go, an . . . vorbeigehen**.\*

**path in life, der Lebensweg** (e).

**paw, die Tatzel** (n).

**pay, bezahlen**.

**pelt, der Pelz** (e).

**people, (6) das Volk** (—er); (7) Menschen, *pl.*

**perch, der Sitz** (e).

**perhaps, vielleicht**.

**permit, erlauben**.

**perplexed, verlegen, in Verlegenheit**.

**persevere, beharren**.

**piano, type of**, die Klaviergattung (en); —**playing**, das Klavierspiel (e).

**pick, pflücken; — up**, aufheben,\* aufschnappen.

**piercing, gellend, ohrzerreißend**.

**plantation, die Pflanzung** (en);

**planter, der Pflanzler** (—).

play, spielen; — about, herum-  
spielen.

pleasant, angenehm.

please, gefallen.\*

pleasure, die Freude (n).

pocket, die Tasche (n).

poet, der Dichter (-).

political, politisch.

polls, der Wahlort (e).

pose, die Haltung (en).

position, die Stelle (n).

possibility, die Möglichkeit (en);

possible, möglich; possibly,

vielleicht; not possibly, un-  
möglich.

powerful, kräftig.

powers, die Begabung (en).

practice, üben.

praise, loben.

precious, kostbar.

presently, bald.

president, der Präside'nt (en).

pretty, adv. ziemlich.

principal, Haupt-, wichtigst; der

Prinzipal (e), Dire'ktor (en).

privilege, das Vorrecht (e).

probably, wahrscheinlich, wohl.

problem, das Proble'm (e).

proceed, see work.

promise, versprechen\*; das Ver-  
sprechen (-).

pronounce, aussprechen, \*sprechen.\*

propose, vorschlagen.\*

proud, stolz.

Prussia, Preußen.

public, das Publikum (s).

puff up, sich aufblähen.

punish, strafen.

put, stecken.

## Q

quarrel, der Streit (Streitigkeiten).

question, die Frage (n).

quiet, ruhig.

## R

rapid, schnell.

reach, erreichen.

read, lesen\*; (read through) durch-  
lesen.\*

really, wirklich.

reap, ernten; reaper, der Schnit-  
ter (-).

red, rot.

refuse, sich weigern.

relative-related, verwandt, see  
9.

remain, bleiben.\*

repair, reparieren, ausbessern.

reply, erwidern.

request, bitten.\*

resolve, sich entschließen.\*

respect, die Beziehung (en).

restriction, die Einschränkung (en).

result, das Resulta't (e); as a —,  
(9) dadurch, (12) in der Folge.

reveal oneself, sich entpuppen.

right, be, recht haben.

ripe, reif.

rival, gleich tun.\*

run, laufen; — after, nachlaufen.\*

ruse, die List (en).

## S

sack, der Sack (-e).

save, retten.

scared, erschrocken.

school, die Schule (n); secondary  
—, die Mittelschule (n).

scratch, fragen; — one's head,  
sich hinter dem Ohre fragen.

scythe, die Sense (n).

seat, der Platz (-e).

seek, suchen; — out, ausfinden.

seem, erscheinen.\*

sell, verkaufen.

send, schicken (for, nach).

sense, der Sinn (e).

